Indian Education for All

Model Teaching Unit

-Language Arts-

Secondary Level

For D'Arcy McNickle's *Wind From An Enemy Sky*

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Model Teaching Unit - Language Arts - Secondary Level
For

D'Arcy McNickle's
Wind from an Enemy Sky

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Anchor Text

McNickle, D'Arcy. *Wind from an Enemy Sky*. Albuquerque: University of New Mexico Press, 1978. (Reprint 1988)

Fast Facts

Genre	Historical Fiction
Suggested Grade Level	10th-12th Grade
Tribe (s)	The Little Elk is a fictional Northwestern Tribe whose history closely mirrors the Confederated Salish and the Kootenai Tribes of the Flathead Reservation. The plot strand of the fictional Feather Boy Bundle may be based on a similar situation with the Water Buster Clan of the Gros Ventre Tribe of North Dakota. In 1937-38 McNickle participated in negotiations for the return of their sacred bundle. (Owens in "Afterword" 260)
Place	The fictional Little Elk Reservation closely resembles the Flathead. The story takes place specifically in a traditional Native American camp, the Indian Agency on the reservation, and area around the recently built dam.
Time	Approximately mid-1930s. The story takes place right in that section of time where some of the Native people on the reservation are still living in very traditional ways. However, the majority are transitioning into homes and routines heavily influenced by non-Native BIA reservation agents and white settlers who begin to populate the area. The building of the dam also fits historically into the New Deal Era.

About the Author and Illustrator

William D'Arcy McNickle (1904-1977) was born January 18, 1904 in St. Ignatius on the Flathead Reservation in Montana. He was a novelist, author, employee of the Bureau of Indian Affairs, director of

the American Indian Development, Inc., community organizer, activist, professor of anthropology, historian, and program director of the Newberry Library Center for the History of the American Indian.

McNickle's mother was Cree Métis and his father Irish. But McNickle's mother applied for membership into the Confederated Salish and Kootenai Tribes, and she and her children were adopted. They received a land allotment under the 1887 Dawes Act.

McNickle attended mission and government schools for Indian children in Montana and in Oregon, and attended the University of Montana, Oxford University, and the University of Grenoble. He eventually went to work in New York and also was briefly at Columbia University in 1933. Although he never finished a degree, McNickle received an honorary Sc.D from the University of Colorado in 1966. The library at Salish Kootenai College in Pablo is named after McNickle, but he is best known for the American Indian history center that carries his name at the Newberry Library in Chicago and his three novels *The Surrounded, Runner in the Sun* and *Wind from an Enemy Sky*. His non-fiction work includes *They Came Here First: The Epic of the American Indian; Indians and Other Americans; Indian Tribes of the United States*: Ethnic and Cultural Survival, and *Indian Man: A Life of Oliver La Farge*. McNickle also wrote many articles, poetry, and short stories. He received a Guggenheim fellowship in 1963-64. McNickle's knowledge and experience in both white and Indian worlds helped him become an important figure in Native American cultural and political affairs.

According to Louis Owens in his Afterword, "Ironically, it is communication that fails repeatedly and inevitably in D'Arcy McNickle's novels, and it is communication that McNickle devoted his life to realizing. No one—Indian or white—has contributed more to understanding between the two worlds than McNickle with his novels and non-fiction works."(264)

Text Summary

Wind from an Enemy Sky is the story of the Little Elk people, a fictional Northwestern tribe, trying to adjust and survive just after the turn of the century as the U.S. government methods of assimilation were straining traditional Indian life.

Although the novel is fiction, the setting closely resembles the Flathead Reservation. The issues in the novel include boarding school education, a government push towards agricultural lifestyle for Indians, allotment, and the building of a hydroelectric dam. They are the same issues the tribes on the Flathead Reservation, as well as other tribes across Montana, were dealing with in this time period.

However, according to McNickle himself, the most important issue or theme is "the greater tragedy of two cultures trying to accommodate each other." (258) Lewis Owens, in his Afterword goes on to say: "while communication is particularly difficult between worlds—Indian and white—it is a problem common to all characters."(261) "To talk good in this novel is to listen and to understand." (262) A lesson for all human beings.

The story in *Wind from an Enemy Sky* revolves around one extended tribal family's reaction to the building of a dam on their land. Bull, the patriarch of the family, initially cannot believe anyone would want to stop the water. When he sees it with his own eyes, he is angry, but it's the actions of his nephews that result in the death of one of the white workers at the dam. The rest of the story follows both cultures as the US government tries to sort out who is responsible for the murder, and the Little Elk people try to gain the return of a sacred Feather Boy medicine bundle which Henry Jim, Bull's brother, believes is the key to holding the tribe together.

McNickle often uses chapter breaks to move from Native American to non-Native characters. One of McNickle's strengths is his ability to make both voices interesting and realistic. He is able to illustrate how layers of misunderstanding can build even when two cultures are trying to communicate and how good intentions can go hopelessly wrong. The novel is concerned largely with the inability of the

Native American and white society to communicate productively with each other. The agent on the Little Elk Reservation says: "The problem is communication. The answer is obviously that we do not speak to each other--and language is only part of the problem. Perhaps it is intention, purpose, the map of mind we follow." (125) This passage could be the theme for the entire novel. Throughout the novel, the *external* conflicts create *internal conflicts* in those who want to control the external, and the *internal conflicts* exacerbate the *external.* The way the characters in *Wind from an Enemy Sky* react to these conflicts is the substance of the novel.

As McNickle presents it, Native Americans are deeply suspicious of the people who have, through the years, oppressed them. Promises made have seldom been promises kept. The suspicions that keep Indians from interacting productively with government agencies come not from paranoia but rather from extensive bitter experience.

The dam the government built has diverted a river on which the Indians depend. The waters that the dam captures will nourish the fields of white homesteaders, to whom the government has sold Indian lands. Added to this is the practice of white officials kidnapping Indian children and sending them to distant government schools against their will.

As Henry Jim lies dying, he calls for the return of the medicine bundle. Toby Rafferty, the Indian agent on the Little Elk Reservation, writes to Adam Pell asking for its return, explaining its importance to the Little Elk. Pell and his staff search his museum's storerooms and eventually find it deteriorated and destroyed. Pell decides to visit the reservation to make amends to the tribe by giving them a solid-gold Inca statue he had obtained after years of searching. His motives are perfectly acceptable by the standards of his society, but this gesture is incredibly insulting to the Native Americans. Rafferty, better attuned to Native American sensitivities than Pell, attempts to dissuade him from telling the Indians that their sacred medicine bundle has been lost. Yet Pell, honest and forthright, tells the Indians of the loss and how he proposes to compensate them.

All of the miscommunication comes to a head in the last paragraph of the novel. In a tribal meeting with government officials, Pell's disclosure leads an outraged Louis to grab Bull's rifle. Bull leaps up, wrests the rifle from Louis, and shoots Pell dead. He then fires the rifle at Rafferty and kills him. At this point, The Boy, a Native American officer who is intermediary between his people and government officials, does what he has to do: He aims his pistol at Bull and shoots him dead. The last image of the novel is the old man, Two Sleeps, coming down the hill toward the scene, already singing the death song and the novel ends with the line: "No meadowlarks sang and the world fell apart."

Materials

Discussion notebook for each student (just somewhere to take notes while reading and to use as a guide for their participation in class discussion)

- Historical Photos of the Flathead Reservation
- Overheads / poster paper/ or computer with a projector
- Manila envelopes and Post its or scrap paper

Implementation Level, Essential Understandings and MT Content Standards

Implementation Levels		Essential Understandings - Big Ideas				Montana Content Standards	
4	Social Justice	X	1-There is great diversity between tribes.		4-Tribes reserved a portion of their land-base through treaties.	Reading – 1.1, 1.2, 1.3, 1.4, 1.5; 2.3, 2.4, 2.5, 2.6, 2.8; 4.2, 4.3, 4.4, 4.7; 5.1, 5.2, 5.4 Writing – 1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4, 2.5; 3.1, 3.2, 3.3; 4.1, 4.2, 4.3; 6.1, 6.2,6.3, 6.4;	Social Studies 1.1, 1.2, 1.3; 2.2, 2.4a, 2.4.b, 2. 6; 2.7; 3.4; 4.2, 4.4a, 4.4b, 4.6; 6.2, 6.3, 6.4, 6.5
3	Transformative	X	2-There is great diversity between individuals within any tribe.		5-History is told from subjective experience and perspective.		
2	Additive	X	3-Ideologies, traditions, beliefs, and spirituality continue through a system of oral traditions.		6-Federal Indian policies shifted through seven major periods.	Literature – 1.1, 1.5, 1.6; 2.1, 2.2, 2.3, 2.4; 4.1, 4.2, 4.3, 4.4; 5.1, 5.2, 5.3, 5.4	Speaking/Listening 2.2, 2.3, 2.5; 3.1, 3.2, 3.3, 3.4;
1	Contributions				7-Three forms of sovereignty exist in the US - federal, state, & tribal.		

Resources

- Adams, David Wallace. Education for Extinction: American Indians and the Boarding School Experience. University Press of Kansas. 396 pages. 1995. [An interesting and thorough overview of the origins and results of U.S. government policy concerning Indian Education]
- Bill, Willard. *From Boarding School to Self Determination. Distributed by the Montana Advisory Council for Indian Education in cooperation with the Office of Public Instruction.* 49 pp. Printed 1990.
- Bigcrane, Roy and Thompson Smith. *The Place of Falling Waters.* Video. 1991. [A Native American-produced documentary history of the Flathead Reservation from the perspective of the Indian people who live there. It focuses on the relationship between the tribal people and the hydroelectric dam on the Reservation. The 90 minute (three 30-minute parts) film has interviews with tribal elders, archival newsreel footage, and current and historical photographs of the region. The film is lengthy and informational so is most effective used in small clips.] For a copy of the video and accompanying study guide, contact the SKC Media Center: SKC Media Center, Salish Kootenai College, PO Box 70, 5200 Highway 93, Pablo, MT 59855. 406-275-4878, 275-4879.
- *Challenge to Survive: History of the Tribes of the Flathead Indian Reservation – From Time Immemorial: Traditional Life Unit I, Pre-1800.* Pablo, MT: Salish Kootenai College Tribal History Project, Salish Kootenai College Press. 80 pp. 2008.

- *Challenge to Survive: History of the Salish Tribes of the Flathead Indian Reservation – Three Eagles and Grizzly Bear Looking Up Period. Unit II, 1800-1840.* Pablo, MT: Salish Kootenai College Tribal History Project, Salish Kootenai College Press. 80 pp. 2008.
- *Challenge to Survive: History of the Salish Tribes of the Flathead Indian Reservation – Victor and Alexander Period. Unit III, 1840-1870.* Pablo, MT: Salish Kootenai College Tribal History Project, Salish Kootenai College Press. 80 pp. 2008.
- Cross, Carlene. *The Undying West: A Chronicle of Montana's Camas Prairie*. Golden, CO: Fulcrum Publishing. Includes 50 black and white photographs and maps. 240 pp. 1999. [Part memoir, part short course in reservation history, this novel is both good storytelling and good information]
- Dunsmore, Roger. "Review of *Wind from an Enemy Sky." in Studies in American Indian Literatures* 1986 ISSN: 0730-3238 (38-55) http://oncampus.richmond.edu/faculty/ASAIL/SAILns/111.html
- *Essential Understandings Regarding Montana Indians*. Office of Public Instruction. Available in your school library or on line at http://www.opi.mt.gov/ Indian Education for All – Background & Other Information. Revised 2008.
- Holmes, Krys. *Montana: Stories of the Land.* Helena, MT: Montana Historical Society Press. 2008.
- *Montana Historical Society Photo Collection*, North American Indian Collection: (1870-1950) http://www.his.state.mt.us/research/photo/collections.asp 1,115 photo prints and negatives. [This collection is not online, but available for viewing at MHS in Helena; it has representative views of Assiniboine, Blackfeet, Cheyenne, Chippewa-Cree, Crow, Salish, Pend O'Reille, Kootenai, Gros Ventre, Nez Perce and Sioux Indians. It documents life among these Indian tribes after white settlement began in Montana. It includes portraits of tribal leaders and other Indian persons, photographs of their daily activities, ceremonies, dances, dwellings, costumes and agencies]
- *Montana Indians: Their History and Location*. Office of Public Instruction. Available in your school library or on line at http://www.opi.mt.gov/ Indian Education for All – Background & Other Information. Revised April, 2009.
- *Montana Mosaic: 20th Century People and Events.* An educational series from the Montana Historical Society. Helena, MT: Montana Historical Society and West of Kin Productions, 2006. Chapter 4: Dislocation/Relocation Available in your school library.
- National Center for the Study of Adult learning and Literacy. (NCSALL). http://www.ncsall.net/?id=208
- Nugent, James P. and Margaret H. Brown (January 6, 1975). Confederated Salish and Kootenai Tribes of the Flathead Reservation in Montana: An Analysis of Tribal Government in Relation to Pre-Reservation and Reservation Life of the Principal Tribes of Western Montana. Unpublished seminar paper presented to Professor John T. McDermott, Indian Law Seminar, School of Law, University of Montana, Missoula. January 6, 1975. [Examines the Salish and Kootenai history with an emphasis on changing government, also examines in some detail the present Constitution and by-Laws of the Tribes. Available at SKC D'Arcy McNickle Library]
- Parker, Dorothy. *Singing an Indian Song: A Biography of D'Arcy McNickle*. University of Nebraska Press: London, 1992.
- Ronan, Margaret. *Girl from the Gulches: The Story of Mary Ronan*. Ed. Ellen Baumler. Helena, MT: Montana Historical Society Press. 2003 [Parts of this biography recounts Mary's experiences from 1877 - 1893 as the wife of Peter Ronan, the Indian agent on the Flathead Reservation.]
- Salish-Pend d'Oreille Culture Committee Confederated Salish & Kootenai Tribes. *A Brief History of the Salish and Pend d'Oreille Tribes*. St. Ignatius, MT. Revised Edition, 2003.

http://www.bookshare.org/browse/legacy?id=45778&type=book *Concise and accessible overview of some of the important pieces of history and culture of the tribes of the Flathead Reservation.

- Smith, Burton (1995). *The Politics of Allotment on the Flathead Indian Reservation. Published by the Salish and Kootenai College Press*. 31 pp. [This is the piece of the article "The Politics of Allotment" written by Burton Smith, of the University of Alberta in Calgary that deals with the allotment of the Flathead Reservation. Burton's original article was published in the Pacific Northwest Quarterly, in July 1979, but the Flathead Culture Committee added a few photos, maps, and other small pieces for the edition that was reprinted by Salish Kootenai College in 1995.]
- Smith, Thompson. "A Brief History of Kerr Dam and the Reservation." *The Lawer Flathead River Flathead Indian Reservation, Montana: A Cultural, Historical, and Scientific Resource*. David Rockwell, Compiler with Revisions by Bill Swaney. (18-38) Pablo, MT: Salish Kootenai College Tribal History Project, 2008. (Book provided to Montana school libraries by the Office of Public Instruction)
- Smoker, Mandy. "Birthright" for Carl Lithander. *Another Attempt At Rescue*. Brooklyn, NY: Hanging Loose Press, 2005. (46)
- Susag, Dorothea M. *Roots and Branches: A Resource of Native American Literature Resources, Themes, Lessons, and Bibliographies*. Urbana, IL: National Council of Teachers of English, 1998.
- *To Learn A New Way*. Hands On Learning Trunk. (contains 19 archival reproduction photographs and Confederated Salish Kootenai land status maps). Montana Historical Society. See borrowing information and Guide at http://mhs.mt.gov/education/footlocker/default.asp

Relevant Online Resources

- Results of Allotment http://www2.csusm.edu/nadp/asubject.html
- Flathead Reservation Timeline http://www.flatheadreservation.org/timeline/1800.html
- Confederated Salish & Kootenai Tribes http://www.cskt.org/ [Includes links to all other departments including Culture Committees for the Salish, Pend d'Oreille and Kootenai Tribes]
- Charkoosta Archives (newspaper of the CS&KT)http://www.charkoosta.com/archives.html
- The Dawes Act http://www2.csusm.edu/nadp/a1887.html

Learning Targets

- I gain knowledge of the history and culture of the Salish and Kootenai tribes.
- I can explain some of the ways Federal Indian Policy directly impacted the lives of Native Americans in the past and how it continues to influence them in the present.
- I can identify some of my own misconceptions about Native American history or culture and correct them.
- I can understand and articulate the concept of allotment.
- I understand how perspective is influenced by historical, cultural, and personal experiences and that perspective influences meaning.
- I know where to find primary resources and how to use them for research.
- I can formulate a position and support it (in oral and written formats).

- I make connections from my reading of *Wind from an Enemy Sky* to my life and to the world outside my classroom.
- I ask questions and make predictions, and I visualize what's happening.
- I analyze and evaluate the conditions, actions, and motivations that contribute to conflict and cooperation within individuals and groups.
- I analyze the conflicts resulting from the collision of diverse cultural groups and the subsequent pressure for assimilation of the Indian people.
- I comprehend, interpret, analyze with understanding the literary devices and other elements, and respond both orally and in written forms to *Wind from an Enemy Sky* as a complex literary work.
- I understand and show how historical and cultural influences give meaning to *Wind from an Enemy Sky* and other related works.
- I clearly and effectively write, revise and edit responses to my reading, and essays.
- I evaluate my growth as a writer and thinker while I grow in my understanding of myself and Montana Indians.
- I understand the historical and contemporary diversity of tribes and individuals, as well as the significance of historical, political, and cultural influences on them and on their neighbors.
- I demonstrate oral, written, and/or artistic responses to ideas in *Wind from an Enemy Sky* and other works in this unit, and I can relate themes and issues to my own personal experience.

Teacher Tip:

Before you begin teaching the unit, review Appendix A for Introduction, Questions and Writing Prompts. With each chapter reading, you may choose to spend more time on a chapter or section, using some of these questions and ideas to extend your students' engagement with the reading and issues in *Wind from an Enemy Sky*. You may assign the "Writing Prompts" or "Words for Thought" as Journal topics.

Although this unit is organized in a linear day-by-day format, the order of all of the activities is very flexible and every activity included could be incorporated at any point in the novel study. The timing of discussion sessions is also completely flexible.

You may decide that an alternate order for activities makes more sense for meeting additional local district curricular objectives.

Day by Day Plan - Steps

Day One

What do we think? Connecting students lives to the text

A. Introduction to Unit: Many students will be unfamiliar with both the historical events and cultural conflicts that are the basis for Wind from an Enemy Sky. Framing some of the issues so that they make sense to students and relating them to issues in their lives makes it easier for them to get interested in what's at stake in the novel.

- One way to do this is to have students discuss opinion statements tied to the main conflicts in the text before they begin reading. You can vary this activity in a number of ways (including timing within the unit, tone or content of statements, and format of discussion of the student responses).

1. Print out the statements and tape each to the front of a manila envelope.
2. Post the envelopes at different locations around the room.
3. Put a stack of scrap paper or Post-its by each envelope.
4. Let students go around, read each statement, write a 1-2 sentence response, and drop their opinion in the envelope.

- You may choose to have students sign their names to their comments or write them anonymously. Adding a name gives a level of accountability. Anonymity allows them to be honest about what they know, don't know, or feel, and it gives the teacher useful information about where the class is beginning--both in knowledge and attitude--which can be equally important.
- If you take out the statements, read and organize them, you can edit out any inappropriate comments or those that might be too difficult to deal with at that time. Having students respond in this way helps them to begin thinking about the ideas and events they'll be reading about. It also gives the class somewhere to begin difficult conversations.
- Below are some of the statements used to connect the events of the novel with students living on the Flathead Reservation in the Mission Valley. However, most reservation areas in the state have had similar events and situations, with dams being built on reservation lands. You may replace the name of the reservation and dam closest to you, as well as the valley, region and people most affected. Take your students' experiences and connect them to the plot of the novel. Students not living on a reservation may not have any idea about the system of having both city, county and tribal law enforcement or having much experience in a community comprised of half Native Americans and half non-Native people. Some of the statements will work anywhere. All students will have experiences with education, the role of government, cultural differences, economic-cultural conflicts, or other issues that could be tied to the novel.

Teacher Tip:

You may do this exercise in a general way at the start of the novel, drawing a bit from each of the statements, or you could repeat the process a few different times throughout the novel, each time focusing on one specific statement or idea arising in the text. As students look again at their statements and write about them again—this time more in-depth, you can tie their experiences and ideas to what is happening in the text.

You may also revisit this exercise at the end of the unit to have the class reflect on how their knowledge or perceptions have changed. Students can go back to the initial list of statements and pick one – or a few—that they would respond to differently now and explain why. Or, they may find a statement that they still believe, possibly more strongly, and give examples from what they learned that shows why.

At any point, this activity could range from discussion starters, to informal reflections, to a formal literary analysis or research paper.

Sample Statements:

1. Farming is and always has been an important part of the Mission Valley's culture and economy.
2. The building of Kerr Dam has been a huge benefit to the Mission Valley
3. The current system of overlapping legal jurisdictions (city or county and tribal governments all having different courts and control of different populations in the same geographical area) is effective and the best possible way to govern all the people in this area.
4. Those who originally moved into the Mission Valley when it was opened to homesteading played an important role in shaping what this community has become.
5. The federal government has a responsibility to make sure all children and adolescents are educated in schools.
6. Historically, education has continued to improve in the Mission Valley.

7. There are cultural differences in our town that make communication and cooperation between Native Americans and non-Natives difficult.

8. Because of things that have happened in the past, Native Americans have reason to be suspicious or distrustful of the federal government.

B. Begin discussion of issues raised:

- Type out responses for one (or all) of the ideas you had students write about.
- Give copies to students (or put these responses on an overhead or projector) or take out all the responses they've written and tape them to a poster board under the statement each addressed.
- Have students look over the rest of the classes' ideas.
- Give them a few minutes to compose a written response where they lay out their arguments and examples to disprove statements they disagree with.
- If there are none they disagree with, have them go more in-depth with those they agree with and explain why, giving examples.
- After students have had a few minutes to compose their thoughts, have them begin sharing to start discussion.

Day Two

Introducing Wind from an Enemy Sky

- Share Background information about D'Arcy McNickle in "About the Author" and Appendix D "About the Flathead Reservation."
- Students will read Thompson Smith's essay: "A Brief History of Kerr Dam and the Reservation" Part I: The Road to the Dam, in *The Lower Flathead River Flathead Indian Reservation, Montana: A Cultural, Historical, and Scientific Resource,* pages 18-24. (Book available in your school library, provided by the Office of Public Instruction)

Questions to help students engage with the essay:

1. This is the essay's thesis: The road to the dam ... "is a story of conflict and exchange between opposing ways of life (19)." After reading the essay, do you believe Mr. Smith has proved this thesis true? How?
2. What was the tribal worldview?
3. Explain the Hellgate Treaty of 1855, and what it promised and required of Indians.
4. Identify five losses or consequences for the Salish, Pend'Oreille, and Kootenai people.
5. What does Smith say was the purpose of the Jesuit missionaries? What were the consequences for tribal people?
6. What were the consequences for tribal people of the completion of the Northern Pacific Railroad in 1883?
7. How did Boarding Schools impact tribal people: children, families?
8. What were the features of the Allotment Act of 1887 and the specific 1904 enactment on the Flathead?
9. What did this act mean for the tribal people? Identify four consequences.
10. How did tribal people resist these forces in order for them and their traditional ways to survive?

Day Three and Four

- Students will watch *The Place of the Falling Waters* "Part One: Before the Dam" 28 min. Through photos and the words of elders, it gives a broad overview of the Salish, Pend d'Oreille and Kootenai ways of life before the building of Kerr Dam. It also briefly covers the Treaty of Hellgate of 1855, and how tribal people were pushed towards agriculture by Jesuit missionaries and allotment.

Student responsibilities as they watch the film:

1. Record in your discussion notebooks at least three new pieces of historical information that you learn while watching. What do you notice that you missed while reading the essay?
2. Record a quote from one of the people interviewed that seems to address an issue important to the Salish & Kootenai people.
3. Be prepared to share with the class with each person contributing something unique.
4. What Disturbed you the most as you were reading and watching this story?
5. How has your understanding or attitude changed or stayed the same? Why?

- Once they have finished watching the film and as you conduct your discussion, collect the student responses somewhere on poster paper/ white board/ overhead, where you can leave them up as the class begins reading.

Day Five

Beginning the Text

- Distribute novels and reading schedules based on what you decide is appropriate for your class and time frame. Put reading schedules on a book mark to indicate when each section of reading should be completed. This will help them keep on schedule even if they are absent.
- **Assign Chapters 1-2** (1-25) Allow students to begin reading during class, giving each student one of the discussion questions (see Appendix A) that they need to be able to answer in their own words, using a quotation from the novel that supports their answer.
- After students have finished the reading (students who read faster can just continue to read ahead), begin sharing quotations and answers to the discussion questions. If multiple students answer the same question, you can compare answers and the passages they selected.

Day Six and Seven

- Give these first two chapters as much time as the students' attention and needs require because it will build a solid foundation for the reading and discussions that will follow.
- Have students select a character or topic that they'll pay attention to and document in their discussion notebooks as they read the text. (see below)
- Each day for the remainder of the reading, students will track their character or topic and be

> ***Teacher Tip:***
>
> Of course students' ideas about what the text says about their topic may change as they move through the novel.
>
> Except in very small classes, you'll have multiple students tracking each item. This works fine because students find different things within the text, and they can share duties of reporting back to the class.
>
> After each student has a topic or character, use the remaining class time to have them go back and see what they can find in the first chapters they've already read, recording what they find in their notebooks for their topic or character and then reporting back to the class.

prepared to share what the text said about it in the past night's reading.

***Possible Character List*:**

- Bull
- Antoine
- Basil
- Louis
- Two Sleeps
- Henry Jim
- Pock Face
- Theobald
- Toby Rafferty
- Doc Edwards
- Jim Cooke
- Adam Pell
- The Boy

Student responsibilities as they read and follow characters:

1. Record visual descriptions, actions, important quotes about or by them.
2. Record anything else that seems important in understanding each character.

Possible Topics List:

- Names/ naming/ the translation of names
- Role of government
- Education
- Family life/ families
- Communication/ miscommunication
- Water

Student responsibilities as they read and follow topics:

1. Look for places where your topic might appear.
2. Indicate how that passage in the novel is important to the story.
3. Record relevant quotes.
4. Comment about the theme McNickle may be illustrating as he writes about the topic.
    - **Assign Chapters 3-4** (26-39)

Day Eight and Nine

- For subsequent days, you may choose to use either the discussion questions in Appendix A or the information students should be gathering in their notebooks to frame the conversation. For the first few chapters, allow more time to get students used to the discussion routine and to model note taking skills about the characters and topics. This will help students be more successful as they continue with the novel.
- **Assign Chapters 5-7** (40-58)

Day Ten

- Use either the Appendix A questions and writing prompts, including "Words for Thought" to prompt discussion or the information students should be gathering in their notebooks to frame the conversation.
- **Assign Chapters 8-10** (59-85)

Day Eleven to Thirteen

- Use either the Appendix A questions and writing prompts, including "Words for Thought" to prompt discussion or the information students should be gathering in their notebooks to frame the conversation.

Day Fourteen--Sixteen:
Writing to Understand the History in Photographs (See Resources for Photographs below)

A. **Photographs of the time period** will help students imagine the setting and events of a story.
   - If you only have one good picture, it would work to copy it and let each student write about the same one and then compare what details they pull out. But with a variety of photos, students will be able to choose work with an image they're drawn to.
   - Give students a list of descriptions and ideas to collect and create as they examine their photograph. This list will vary depending on the grade level and skills you want to work on. It may focus on poetic terms, but could work with stylistic techniques or even grammatical understandings.
   - Although you wouldn't include all the following topics all at once, these are examples of the types of requirements that could be on the list.

Step 1: ***Suggestions for note taking as students study a photograph:***

1. Record the 5 most interesting details.
2. Write a question that comes to mind. What do you wonder about what you see?
3. Create a metaphor or simile about something in the photo
4. Explain something you see using hyperbole
5. Use parallel structure to write about something you notice in the photo
6. List 3 action verbs that you could use in discussing what's happening in this image
7. Write at least 5 lines of dialogue
8. Craft a line of imagery for each sense: let us experience the way things look, sound, smell, taste, and feel
9. Share something about the photo that could be interpreted as ironic
10. Tell about the same detail or piece of your photo from 2 different points of view. Or even try three. Or four...

> ***Teacher Tip:***
> When students turn in those first writings along with the more formal piece, you can see closely they have looked at the photographs. This activity will show you if they understand the skills you're working on. You can pull ideas from this work to suggest ideas for revision.

Step 2: ***Turn notes into a more formal piece that conveys what it might be like to be in that place and time:***

1. Underline the strong lines and connections in your initial drafts.

2. You don't need to include all (or any) of the details from the list in your final piece, though you will probably draw heavily on them.
3. Create a poem, short story, or descriptive piece

B. Resources for photographs:

- The **Salish Kootenai College D'Arcy McNickle Library** now has their photo archives online and the database is searchable. They have a number of excellent photos of the time period, including construction of Kerr Dam. http://themis.skc.edu/cgi-bin/WebObjects/photos.woa
- *To Learn A New Way.* Hands on Learning Trunk. (contains 19 archival reproduction photographs and Confederated Salish Kootenai land status maps). Montana Historical Society. See borrowing information and Guide at http://mhs.mt.gov/education/footlocker/default.asp

- The **Montana Historical Society** also has a large collection of historical photographs of the Flathead Reservation from the 1840- 1950s (the time period of the novel). These photographs are not yet online.
- **Possible selections:**
  - 950-741 "ca 1910-1912- opening of the Flathead Indian Reservation"
  - H-1348 "the boys- St. Ignatius Mission, Flathead, MT" 1884
  - H-1350 "Flathead Indian Band, St. Ignatius Mission, MT" 1884 (young boys @ the Catholic school)
  - H-1349 "The girls, St. Ignatius Mission, Flathead, MT" 1884
  - --- "The St. Ignatius Mission for the Indians, founded 1850"
  - 981-1119 "Indians by River"
- **Assign Chapters 11-14:** (86-111)

Day Seventeen and Eighteen

Show Chapter 4 in *Montana Mosaic DVD* - 15 minutes This is the boarding school section.

- After students have read chapter 14, ask them to write about what ***Disturbs, Interests, Confuses, or Enlightens*** them about the boarding school experience as they've learned from the DVD and from their reading in Chapter 14.
- Use Appendix A questions and writing prompts, including "Words for Thought" to prompt discussion
- **Assign Chapters 15-17** (112-136)

Day Nineteen to Twenty

- Chapter 16 warrants reading aloud to the students, particularly the section where Henry Jim and Two Sleeps talk. For the rest, use either the discussion questions or the information students should be gathering in their notebooks to frame the conversation.

Day Twenty-one to Twenty-two

Introduce Textbook Entry Research Project

An effective way to show students the relevance and connection to a fictional work is to have them research real places and events reflected in the text. Much of their research will rely on primary resources, sometimes difficult to track down. To begin with, it may be more manageable for both the teacher and students to do the following project in groups.

A. **Student R.A.F.T.S. assignment:**

Role: You are a writer for a student textbook
Audience: 10th Grade students
Format: You will use your research to write an entry for a high school history textbook about your topic.
Topic: You will select a research topic that relates to the historical or cultural events in the novel.
Strong Verb: You will **Explain and Describe** your topic.

B. **Recommendations for Introducing this Activity:**

1. Students have all seen similar entries in high school textbooks, but a mini-lesson about the format will help them organize their research approach. Have them bring one example of what they think is a strong entry to class. As a class discuss the different examples, and then the class will choose one that has all the important qualities the class identifies. This will be the model for the assignment.
2. If you are looking into subjects of local relevance, students won't be able to rely on a quick internet search for someone else's writing on the same subject. However, if you continue the work for a few years and make it available to other researchers, students may soon discover that the "experts" on their topics, and those who have written, researched, and published the most are the students a few years older than themselves!
3. Working with topics that haven't been extensively covered gives teachers the opportunity to show students how to visit a site and take field notes or use primary sources like newspaper archives, library archives, or interview transcripts.
4. Possible Research Topics related to the text:
    - Dawes Act/ allotment & the effects on Flathead Reservation
    - Ursuline Boarding School in St. Ignatius
    - Construction of Kerr Dam
    - Homesteading and/or the opening of Flathead Reservation in 1910
    - Development/Evolution of BIA on the reservation
    - Tribal Law—jurisdiction

- **Assign Chapters 18-20** (137-173)

Day Twenty-three to Twenty-four

- Use either the discussion questions or the information students should be gathering in their notebooks to frame the conversation.
- **Assign Chapters 21-24** (174-198)

Day Twenty-five to Twenty-six
Research/Writing Time:

- **Work day** to complete research and writing and finish reading.
- **Assign Chapter 25-27** (199-221)

Day Twenty-seven to Twenty-eight

- Use either the discussion questions or the information students should be gathering in their notebooks to frame the conversation.
- **Assign Chapters 28-32** (222-256)

Day Twenty-nine to Thirty

- **Discuss final chapters of the novel**. Use questions for Chapters 28-32 in Appendix A that are appropriate for your class. However, you might want to return to the following comprehensive ideas, under "Additional activities to engage readers," at the beginning of Appendix A.
    1. Identify instances where individuals or groups make **inaccurate *assumptions*** because they do not know or do not completely understand the other. In each instance, what are the effects of the inaccurate assumptions?
    2. Identify situations between individuals or groups where **communication breaks down or is difficult**. What were the ***causes* and *consequences*** of the communication breakdown? Where do they find ***resolutions?***
    3. Identify the situations in the chapter where ***healing and reconciliation*** occur.

Day Thirty-one

Place of Falling Waters: The Road to the Dam

A. Students will read Thompson Smith's essay "A Brief History of Kerr Dam and the Reservation" Part II: The Road to the Dam, pages 24-32. To help students engage with the essay, ask them to fill in the following table, either with bulleted phrases or lists, or you may ask them to write complete paragraphs, with the column heading turned into a topic sentence or thesis. They might use the table for notes, and as they watch the video, they may add more information that they missed as they read the essay.

Complete the following table for each event or act.

Events and Acts that impacted the Flathead Reservation and people.	What it meant to the Salish, Kootenai, Pend d'Oreile people	What it meant to the U.S. Government, industrial powers, non-Indian Settlers
1880's Missoula and Bitterroot Railroad Spur		
General Allotment Act of 1887, and 1904 and 1910 events.		
1908 Flathead Irrigation Project		
1920's Depression		
Identification of the Falling Waters site for a dam		
1936 Beginning construction of Kerr Dam		

Day Thirty-two and Thirty-three

Place of Falling Waters: the Road to the Dam

A. **Watch "Part Two: The Road to the Dam" section,** which spans the time of the Allotment Act through the completion of Kerr Dam. It addresses the cultural conflicts that surrounded the building of the dam and Native people's involvement. It also discusses the Flathead Irrigation Project. Like allotment, the Project was presented as help for Native people. But the results were seriously detrimental to traditional ways of life and traditional sources of sustenance.

Student responsibilities as they watch the film:

1. Take notes on any information you can use in writing your textbook entry.

2. Pay attention to how closely *Wind from an Enemy Sky* reflects the actual history of the area and reactions of the people who live there.
3. Keep one page for note taking in front of you for listing information for your textbook entry.
4. Keep another with two columns, one side to list the historical event or local person's reaction and the other side for recording the similar or parallel event or reaction as it shows up in the novel.
5. Consider how the novel event compares to reality as it appears in this documentary.

Historical Event or Person's Reaction	Parallel Event from the novel

B. **After watching the film,** allow 10 minutes for students to write and organize their opinions on the historical connections between the novel and the history of the Flathead. Use the remaining minutes in class to share opinions/ discuss.
C. **Personal Reflection:** Allow **15** minutes for students to write about how their reaction to reading the essay may differ from or compare with their watching the film? They may consider attitudes towards individuals or groups, personal feelings about history and governments? ***What disturbs? What surprises? What confuses?***

Day Thirty-four:
Research/Writing Time:

- **Mini-lesson** on correct citation of resources.
- **Work day** to complete research and writing and finish reading. Remind students to include any information from the film and review the correct way to cite that resource.

Day Thirty-five:

- **Final Essay Test** (see Appendix C)
- **Turn in Researched Textbook entry**

Assessment

Multiple methods of assessment include:

1. Discussion notebooks
2. Daily class participation and response questions
3. Writing piece from Historical Photographs
4. Journal Entries from Writing Prompts
5. Textbook Entry
6. Final Test/ Essay

Vocabulary

Allotment
Cadence
Audible
Kinsmen
Plover
Disparaged
Repudiation
Humanist
Pompous
Modulated
Intimation
Meager
Cantering
Tarpaulin
Ponderous
Meek
Incongruous
Loping
Emaciated
Crudity
Buckskin
Antagonism
Futility
Solicitous
Recriminations
Reticent
Mestizo
Defilement
Abated

Teacher Notes and Cautions

D'Arcy McNickle knew firsthand the effects of white society's "civilizing" institutions: churches, schools, white settlers, and traders. His writing clearly demonstrates sis anger at the system and ideology that permitted practices to enforce this "civilizing.: In effect, the separation from traditional culture and spirituality (as in the taking of Feather Boy) was intended to serve the federal government's goals as much as the introduction to very different value systems and practices through education, religion, and agriculture. Since many of the children in our schools, whether on or off the reservations, have very strong Christian beliefs, they might have difficulty with the challenges posed by this writer. It's important to help them understand the perceptions of the children and the families affected by this influence, no matter how noble the intention of the missionaries. They also are old enough to understand that sometimes individuals within systems do not always represent the ideals of the system. It's also important that students understand the major goals of the boarding school system: to break up tribes, to separate children from their families and their culture, and to "kill the Indian" inside. The churches were the tools by which the federal government worked toward this goal.

1. **Poetry connection:**
   Conclude the students' reading and discussion of the novel with a poem "Birthright": Reprinted from *Another Attempt At Rescue* ©2005 by M.L. Smoker, by permission of Hanging Loose Press.

Birthright for Carl Lithander

We talked once of driving all the remote gravel
roads, writing from here and there, a little like Hugo,
though neither of us had read his poems yet. Today I am
wondering about those unwritten drafts. Could they
have predicted the severity of this drought, would they
have spoken to our own landscape, one of anger,
sympathy and remorse: You, the eventual heir to your
family's homestead; and me, an Indian woman who
leases her land to white men made up of the same storm
and grit and hunger as your grandfather. What if we had
found a message in verse written from some small
town? -- abandon this place. Would we have listened and
turned the car east or south and left behind the land our
families have lived on for generations? But where could
we travel and not long for the ache of wind blowing over
open land? And how long could we have held ourselves
back, away from our need to feel claimed by a place we
can only, with our limited tongue, call home.

   a. Provide students with Background Resources about the Assiniboine Tribe and the Poet, M. L. Smoker : **Fort Peck Tribes - Assiniboine/Sioux** http://www.fortpecktribes.org ***Wotanin Wowapi.*** The Newspaper of the Fort Peck Assiniboine & Sioux Tribes. Poplar, MT 59255 (406-768-5387 http://www.wotanin.com

M.L. Smoker
"Get Lit 2007"website: www.ewu.edu/getlit/authors.html

"M. L. Smoker belongs to the Assiniboine and Sioux tribes of the Fort Peck Reservation in northeastern Montana and draws inspiration for her writing from her family's home located on Tabexa Wakpa (Frog Creek). A graduate of Pepperdine University, she attended UCLA and the University of Colorado, where she was a Battrick Fellow She holds an MFA from the University of Montana in Missoula, where she was a recipient of the Richard Hugo Fellowship. In the words of Sherman Alexie, Smoker's poetry is "tough, funny, magical, but not in a goofy way. This is blue-collar magic." Her first collection, Another Attempt at Rescue, was published by Hanging Loose Press in the spring of 2005. Her poems have also appeared in Shenendoah and the South Dakota Review and have been translated for Acoma, an Italian literary journal published by the University of Rome. M. L. Smoker currently resides in Helena, Montana, where she works in the Indian Education Division of the Office of Public Instruction."

from *Drumlummon Views* — Spring/Summer 2006 (242-244) www.drumlummon.org/images/PDF-Spr-Sum06/DV_1-2_Borneman.pdf

"M. L. Smoker's first volume of poems is full of questions. Uncertainties abound. She evokes a doubt-drenched world. Simultaneously, it is a remarkably self-assured voice that speaks in these precisely crafted poems. Even as she voices her misgivings about where to begin and how to proceed, the reader is immediately drawn into the very heart of her concerns.

. . . . The truly poetic utterance provokes perception more than describes or recalls it. Smoker does not write to titillate the intellect, but to dissect it. Her questions are not rhetorical or metaphorical but direct interrogations of lived experience. To think of this book merely as a collection of first poems is not sufficient—terms such as "testament" or "manifesto" come to mind. Another Attempt at Rescue heralds the arrival of a new voice of clarity and sincerity that is sorely needed in the literature of our time. Of this there is no doubt."

b. Read poem aloud while students draw what they see and hear. Encourage two or three to draw on the white board while others draw at their desks. Students may want you to read the poem two or three times so they can complete their drawings.
c. Talk with students about the historical experience and federal Indian policies that this poem refers to: Dawes Act, allotment, homesteading.
d. Ask: What is the relationship between the Native speaker and her Scandinavian friend?
e. Ask: How does their historical experience in this landscape compare and differ?
f. Ask: How does the information in this poem compare/contrast with *Wind from an Enemy Sky?*
g. *Wind from an Enemy Sky* ends with these words: "No meadowlarks sang, and the world fell apart." (256) Smoker's poem ends with an expression of the Indian woman and homesteader son's mutual need: "And how long could we have held ourselves back, away from our need to feel claimed by a place we can only, with our limited tongue, call home." What accounts for the difference in meaning and tone? Is it time? Individuals? Place?
h. What assumptions does the speaker make about Carl? Are they correct? Do they contribute to positive communication?
i. **Writing Prompts:**

- **R.A.F.T.S** - write a **letter** from **Carl** in response **to the speaker** in "Birthright." What would Carl remember, question, value?
- **Cluster and write** a **poem** about what defines "home" for you.

2. **Looking Beyond the Novel**

Since this unit is limited to the time of the novel (30's and before), Part 3 in *The Place of Falling Waters* and Part 3 in the Thompson Smith essay are not included. However, when students experience the last sections of the essay and DVD, they can appreciate the power and control that Indian people have assumed for themselves. Both the DVD and essay provide a marked contrast to the ending of *Wind from an Enemy Sky* where "the world fell apart." Students may compare and contrast the tone and message in Smoker's poem with the last sections of the essay and DVD. And again, "what did you see" and "what did you learn" are critical questions.

3. **Expedition Connections:**

For classrooms within driving distance, you may take students on a field research day on the Flathead Reservation to visit sites similar to those mentioned in the novel:

- Kerr Dam in Polson,
- St. Ignatius Mission which is the site of former Ursuline Boarding school
- The tribal complex in Pablo which is the current seat of tribal government
- The D'Arcy McNickle Library at Salish Kootenai College in Pablo which also has excellent collections for any research related to local history or culture.

4. **Comparative Literature Connection:**

If this unit is used at the 10th grade Level, most students will have read *Romeo and Juliet* in the 9th grade. Both *Wind from an Enemy Sky* and *Romeo and Juliet* are tragedies based on the consequences of miscommunication and lack of understanding, anger, distrust, false assumptions, fate or the inevitable sequence of events, individual and communal conflicts, the rash actions of young men, revenge, abuse of power, and the suffering of innocents.

However, despite the tragic endings in both works, moments of reconciliation, together with individuals who try to understand and to make things right appear in both. Although you might ask students to create an essay that compares and contrasts both, a class discussion at the end of their reading may prove just as valuable, particularly as students realize how both portray realities of human nature that all people share.

Appendix A

Chapter Summaries, Discussion Questions, Writing Prompts, and Words for Thought

Introduction

The questions for each chapter fall into three categories to represent different levels of thinking: Recall, Interpretative, and Evaluative. Depending on students' abilities and interests, teachers may choose to use any combination of questions. The questions can help students

- check for understanding,
- participate in meaningful discussions,
- identify guidelines for further investigation,
- and notice important details.

Options for discussion/review questions or activities:

- Ask students to answer one of the Recall-level questions while reading the next day's assignment. Teachers should encourage students to challenge themselves to consider the Interpretative and Evaluative-level questions.
- Ask students to find and read a passage from the text that answers their question.
- Provide all students with all the questions to help stimulate their thinking, even though they aren't responsible for answering them all.
- Use the questions as a review of chapters already covered.

Additional activities to engage readers:

- Sometimes the organization of the novel jumps from present to past. Help students distinguish these episodes in chapters where thought brings a character into the past, and readers are provided necessary background information.
- In each chapter, ask students to identify instances where individuals or groups make **inaccurate *assumptions*** because they do not know or do not completely understand the other. In each instance, what are the effects of the inaccurate assumptions?
- Ask students to locate **metaphors, examples of personification, alliteration or assonance** in each chapter.
- Ask students to find one quote or line that really makes them **think or wonder** in each chapter.
- Ask students to identify each situation between individuals or groups where **communication breaks down or is difficult**: i.e. between Bull and Antoine, Bull and Henry Jim, Little Elk and government people, Rafferty and the Washington bureaucrats, or Rafferty and 30 BIA employees. Have them consider the ***causes* and *consequences*** of the communication breakdown. Where do they find ***resolutions?***
- Identify the situations in the chapter where ***healing and reconciliation*** occur.

Chapter 1: (1-9)

Characters: Bull, the chief of the Little Elk people; **Antoine,** his grandson.

Summary: Antoine has just returned from Indian Boarding School in Oregon. He and his grandfather hike to their "place of power" where they see where the white man has "killed the water" and built a dam. Powerless to do anything else, Bull fires his gun into the concrete. Bull's mentoring of his grandson provides hope.

Recall-level: Questions

1. What are Bull and his grandson doing at the beginning of the novel?
2. Where has Antoine been and how is his experience described?
3. What detail about Bull do you remember most vividly from this chapter? Why does this stand out?
4. Bull tells his son that with everything he sees and experiences, he should ask himself two questions. What are they?

Interpretative-level Questions

5. What do the first pages of the novel lead you to expect will happen in this novel?
6. Who is Bull? What does he say, do, and what do others think of him?
7. Who is Antoine? What does he say, do, and what do others think of him?
8. How does Bull's reaction to the dam affect Antoine? What insight does this give you into their relationship?
9. Compare what Bull assumes his grandson is thinking at the dam with what Antoine is really thinking. What does this show about their relationship?
10. Who does Bull remind you of? A person you might know in real life? How are they similar?
11. What might a reader conclude about Federal Indian policy regarding dancing and education?

Evaluative-level Questions

12. For Indian people, what's changed and what's stayed the same. Why?
13. What does "place of power" mean?
14. Who has the most power? Dam builders or Water? Explain your answer.
15. How does this chapter show that language is connected to culture? How is your language connected to your culture and heritage?

Ideas for Writing

- Respond to the two questions Bull asks his grandson on page 8. Think particularly about your participation in this class or this reading.
- How can a person tell what another is thinking? What are the clues? How do the men in this novel reveal their thoughts and read others thoughts? What happens when we don't get it right? What gets in the way, even between people who know each other well?

Words for Thought

- "Water just swallows everything and waits for more. . . The water was there when the world began. What kind of fool would want to stop it!" (1)
- "[Bull] had always been this man who 'lives inside,' as they said." (2)
- "The white man makes us forget our holy places. He makes us small." (9)

Chapter 2: (10-25)

Characters: Bull, the eldest brother and chief of the tribe**; Antoine; Basil,** Antoine's tall, emaciated and pleasant great uncle; **Louis,** Antoine's "small, dainty, and bitter-speaking" great uncle; **Two Sleeps**, the oldest grandfather in camp and a "holy man;" **Henry Jim,** Bull's younger estranged brother.

Summary: As The Little Elk men gather in Bull's teepee, they discuss and disagree about the best way to help Antoine become a man. They hear singing, and Henry Jim appears to ask Bull's help in recovering the sacred medicine bundle. Despite their quarrels over one following the white man's way, and the other keeping to tradition, they choose to listen and respect each other, to find a way to get their power back. The chapter is positive and hopeful, and it ends with Henry Jim agreeing to speak to the agent on behalf of the Little Elk people.

Recall-level Questions

1. How/ where did the government men want Bull to live? Why?
2. Find at least one detail about both Basil and Louis. Explain how the men are related to Antoine, in both the white and tribal relationship.

3. Who is Two Sleeps? What is his role in this meeting of brothers who quarrel and feel helpless in the face of the white men?
4. Who is the man who comes into the camp at night singing? Why has he come and how do the other men in the circle feel about him?
5. It has been 30 years since Bull and his brother have talked. Why?

Interpretative-level Questions

6. How has the land changed since the men's earlier years when they got along?
7. What is Henry Jim's plan and how does Bull react to it? How would you feel in Bull's position?
8. Explain the pattern of the men gathering together and eating. What are the rules?
9. What is a medicine bundle? What does it mean to the Little Elk people and to the white man?
10. What are the characteristics of water?
11. How has this very difficult discussion and quarreling affected Antoine? What has he learned from this night?
12. How have Bull and Henry Jim changed in this chapter?

Evaluative-level Questions

13. Explain the Federal Indian policies of the 1900 - 1930's that might lie behind the government men's actions and desires in this chapter. (allotment, push to farm, to build solid houses, to quit tribal ways). See "A Brief History of Federal Indian Policy" in *Roots and Branches* (247-252) and "The Dawes Act: Allotments Subdivide the Reservations" in *Montana: Stories of the Land* (219-222).
14. Is the hope that Henry Jim brings real or imagined? What other choices might they have?

Ideas for Writing

- What does anger do? How does it interfere with decision making or conflict resolution? Give an example from your own experience.
- What kinds of assumptions do other people make about you? How does that make you feel?

Words for Thought

- " A little scolding, a little pushing and pinching, a little hunger and thirst – these make a boy grow." (13)

Chapter 3: (26-32)

Characters: Henry Jim; Toby Rafferty, "superintendent of Little Elk Indian Agency and Special Disbursing Agent;" **White men**, card players who watch with surprise as the "Indian" Henry Jim mounts a horse and rides off.

Summary: Henry Jim first rides to ask Rafferty for help because he believes he is a white man who will listen. Rafferty says he will try. To himself, Henry Jim recalls times previous when "the understanding fell apart afterwards." Still he's hopeful, knowing the critical importance of "a good understanding" for success in resolutions to conflicts and hope for a beneficial future for his people.

Recall-level Questions

1. Who is Toby Rafferty and why has Henry Jim come to see him?
2. What are four of the things the "men from afar countries, from somewhere east of the mountains" tell the Indians to do?

Interpretative-level Questions

3. Compare Bull and Henry Jim. Which character is more interesting to you? Why? Which would you rather spend time with?
4. What effect did the Federal Indian policies and their proponents have on the Indian families?
5. How did assumptions and miscommunications affect the Indians' response to the government directives?

Evaluative-level Questions

6. Whose way of life would you choose if you were living in the time of the Little Elk people? Bull's or Henry Jim's? What path should Antoine choose?

Ideas for Writing

- Tell the story of a specific incident in your own life that you can look at and say, "so much depends on a good understanding." What does "good understanding" really mean?

Words for Thought

- "Today talks in yesterday's voice, the old people said. The white man must hear yesterday's voice." (28)
- "And bitter times! When the belly hungered and quaked. When winter sickness came and people tumbled dazed out of their tepees. When quarrels rose to sharp hard tones and children ran to their mothers skirts. A gun spoke in firs and there was blood on a gooseberry bush. And the soldiers dragged guns over the road and turned them toward the people." (30)

Chapter 4: (33-39)

Characters: Toby Rafferty; Doc Edwards, "the agency physician" . . . who was "devoted to the Indians;"

Summary: Sympathy is created for Rafferty as he wrestles with Henry Jim's question and evaluates his role and effectiveness regarding his efforts to do what Washington D.C. expects him to do. To help him think this through, Rafferty visits with Doc Edwards who listens and asks questions to help Rafferty better understand the Indians, and himself.

Recall-level Questions

1. How does the Indian tradition of the "midsummer dances" affect their farming?
2. Who is Doc Edwards and what kind of person is he?

Interpretative-level Questions

3. What is Rafferty's opinion of the training Washington DC gives the people they send to work with the Indians?
4. What is a "humanist," and how does it apply to Rafferty and his job with the Indians.
5. How have the Indians responded to Rafferty's efforts to "help" them get started in farming or ranching?
6. Rafferty calls the medicine bundle, "whatever it is," an "old symbol." How does his view differ from the way the Little Elk people talk about it? See "Meaning and function of Symbol" in *Roots and Branches* (39-40).
7. How does Doc Edwards' view of Indians differ from Rafferty's? Use what he says to help you answer this question.

Evaluative-level Questions

8. How would you rate Toby Rafferty's effectiveness on the Little Elk Reservation? Explain.
9. What would you do about his dilemma if you had his job?
10. Compare the way Rafferty views Henry Jim to the description of Henry Jim in Chapter 2? What is similar? What is different? Why?
11. Doc Edwards tells Rafferty that he thinks that government people expect Indians to apologize for being "redskins." Rafferty is shocked by the question. Why would Edwards think this?
12. Doc Edwards doesn't give Rafferty advice. Instead he asks questions. Is this an effective way to help a person make a decision? Explain.
13. At the top of page 39, Rafferty comments about the "instructions" that were meant for Marietta, Ohio. His comment implies that Federal Indian Policy has been a one-size-fits-all policy. There are about 500 Indian tribes and cultures in America today. What might Rafferty understand about the "instructions" he's been given about how to deal with the Indians?

Ideas for Writing

- This chapter suggests that white people want to get away from the past and that Indian people cling to it. Make a list of the good and not so good in your past (or your family's past). What would you keep and what would you let go? Why?
- Describe a person you know who is a good listener. How does that person's ability to listen affect other people?

Words for Thought

- "Nobody in Washington tells you about medicine bundles or culture heroes or folk ways." (35)

Chapter 5: (40-45)

Characters: Bull; Antoine; Pock Face, an "uncle" -- son of Louis; **Theobold**, an "uncle" – son of Basil, an "unpredictable pair" who play jokes, drink and gamble, ride horses and end up in brawls.

Summary: This chapter may be called "the beginning of the end." Trusting his grandson, Bull leaves Antoine in charge of the camp and his gun. But Antoine's reckless uncles disturb the peace. Without thinking about the consequences, Pock Face decides to go up to the dam to see where "white people fish," and to shoot the man who made the dam. Having gambled away their guns in a stick game, Theobold and Pock Face walk into Bull's lodge to "borrow" Bull's gun. Antoine is powerless to stop him. On the mountain overlooking the dam, Pock Face sees a man walking on the top. He shoots and kills him as snow begins to fall.

Recall-level Questions

1. Why has Bull left Antoine in charge?
2. What do Pock Face and Theobold do, and how do they pull Bull into their actions?
3. Why does Theobold want to turn back?

Interpretative-level Questions

4. Describe Pock Face and Theobold and consider how they differ. Identify one characteristic that they share.
5. Why does Pock Face continue on despite the cold?

Evaluative-level Questions

6. Are the actions of Pock Face and Theobold and Pock Face reasonable? Are they justified?
7. What consequences might result from Pock Face's action?
8. How are the laws regarding fishing and hunting for white men on Indian Reservations in the 30's and the laws regarding fishing and hunting for Indians evidenced in this chapter?

Ideas for Writing

- Pock Face "had not thought about it in advance." (43) Write about an incident in your life where you didn't think about something "in advance." What were the consequences?

Words for Thought

- "At time, meanness broke out right in the middle of fun-making." (44)

Chapter 6: (46-52)

Characters: Toby Rafferty; Reverend Stephen Welles, a missionary priest;

Summary: Rafferty asks the priest about a story he's heard regarding how the medicine bundle was taken from the Little Elk people 30 years ago. The story reveals that Henry Jim had given the bundle to Welles, and Welles had sent it to Adam Pell, director of the Americana Institute. Welles refuses to help Rafferty get the bundle back, and Rafferty feels like an outsider to Welles' ways and an outsider to the Indians as well. Clearly, church or mission, as well as the federal government, exert power and control over the Indians.

Recall-level Questions

1. How was Welles involved with the medicine bundle?
2. What do you learn about Henry Jim's involvement with the bundle 30 years ago?
3. What is Welles' decision about the bundle?

Interpretive-level Questions

4. What does the story about the wagon wreck imply about the power of the medicine bundle?
5. Rafferty calls himself an "outsider." What does he mean?
6. As Rafferty and Welles talk about the bundle, what do we learn, through these "outsiders'" words, about the meaning of the bundle to the Little Elk people?
7. How do Welles and Rafferty differ regarding their view of Indians?

Evaluative-level Questions

8. Welles says, "We do know they are a people who are unlike us—in attitude, in outlook, and in destination, unless we change that destination." Are these assumptions, facts, truths, falsehoods? Are his opinions justified? Explain your answer.
9. Should Welles help Rafferty get the bundle back? Explain your answer.
10. How are the laws regarding Indians and their practice of religion and ceremony evident in the situation with the medicine bundle?
11. Where do you find irony in this chapter?

Ideas for Writing

- Who are the insiders or outsiders in your world? How do you fit in and where?

Words for Thought

- ". . . here he was an outsider, trying to find his way inside." (46)

Chapter 7: (53-58)

Characters: Henry Jim; Jerome, the eldest son of his first sister; **Iron Child,** his relative who sided with Bull in the quarrel; **Sid Grant,** United States Marshal at the Agency.

Summary: Henry Jim travels to Indians living in the foothills and he tells how his separation with his brother, Bull, has been "healed over." He asks them to "end the quarrel." In the night, they hear singing in the landscape, and the men begin their own singing. When the ten men arrive at the agency gate, Sid Grant tells them "there's been a killing" and they can't go in. Although the Indians are turned away in the end, the chapter demonstrates Henry Jim's effectiveness in bringing a whole community together for a common and positive purpose.

Recall-level Questions

1. Where does Henry Jim go in this chapter? Why?
2. How do his kinsmen react to his message?
3. Why won't the US marshal let the group of Indians inside the agency?

Interpretative-level Questions

4. What does the singing represent to all and Indians that Henry Jim visits?
5. What has changed with the relationships between Henry Jim and his relatives?

Evaluative-level Questions

6. Which is the strongest in this chapter: hope or despair? Defend your answer.

Ideas for Writing

- How would you react to a relative or friend asking you to forgive or forget something that made you angry for a long time? What would it take for you to change?

Chapter 8: (59-65)

Characters: Two Sleeps; Veronica, Bull's respected senior wife; **Lucille,** "girl-wife of Pock Face;" **Star Head,** Basil's wife; **Marie** Louise, Theobold's wife; **Evangelique,** a woman visiting from another camp; **Antoine; Pock Face; Theobold.**

Summary: The women arouse Two Sleeps and ask him to settle their questions about the killing. He tells them "there is death on this wind." Digging in Pock Face's tepee, the women find whiskey and begin to drink it themselves. Veronica arrives, takes control, and dumps the whiskey, scolding the women for their behavior. Pock Face and Theobold return and give the gun to Bull. Bull tells them, "I don't know what you have done to us . . . I think you have killed us." This chapter shows how the rash actions of Pock Face impact the women who feel powerless to control the actions of their men.

Recall-level Questions

1. Why do the women go to Two Sleeps?
2. What does Pock Face do when he returns to camp?

Interpretative-level Questions

3. What might the snow symbolize?
4. How is this scene with the whiskey similar to Pock Face's taking the gun and shooting the man? What motivates both?
5. How will Antoine be like his grandfather and not his parents?
6. How do the women react to the "sharp wind" and their fears for their husbands?
7. What does Bull fear are the consequences for Pock Face's actions?

Evaluative-level Questions

8. What does Veronica mean when she says, "When your men are gone, you have no heads, only guts"? Is it true of all women? Is it true of men when their women are gone?

9. How did you expect Bull to react to Pock Face and Theobold? What do his actions demonstrate about Bull and his ways?

Ideas for Writing

- What is the difference between discipline and natural consequences? Which results in the greatest change in behavior? Use your own experience to write this journal.

Words for Thought

- "Words could not follow the thoughts he had, and the thoughts themselves were slipping away." (65)

Chapter 9: (66-77)

Characters: Bartlett, the station engineer; **Jimmie Cooke**, the victim, an engineer and Adam Pell's nephew, who was leaving his work to get married; **Sid Grant**, United States Marshal; **Ambrose Whiteside,** his deputy; **Doc Edwards; Rafferty; Antoine, Bull**, and all the **Little Elk people.**

Summary: The Federal officials, Indian agent and doctor, and the station engineer all gather at the crime site. Grant and Whiteside believe it was an Indian; Rafferty and Edwards deny the possibility, and the engineer grieves over the death of his employee and holds himself responsible. With the discovery of a boot print and a 30-30 cartridge from an old gun, the marshal and his men descend on Bull's camp. Despite Bull's efforts to resist, Grant succeeds in overpowering and shaming Bull and his people using verbal intimidation and force. Even though they don't find the boots, they find a single shot 22, and that's enough for them to try to hold and investigate Bull and others for the killing. This is a very dark moment for the Little Elk.

Recall-level Questions

1. Who was Jimmie Cooke?
2. What do Grant and his deputy find in the mountains?
3. What do they find at Bull's camp?

Interpretative-level Questions

4. After they find the body, what is the tension between Rafferty and Grant? How are they approaching the crime differently?
5. What is Grant's opinion of the Indians? What might have contributed to this?
6. What does Grant misunderstand about Bull? What does Bull misunderstand about Grant? What's the result of these misunderstandings?

Evaluative-level Questions

7. Antoine translates during the confrontation between Grant and Bull. How does he miss-translate both Bull and Grant's words? Why does he do this? Does it prevent or create any problems? How?
8. Bull and his relatives seem more concerned about Marshal Grant's disrespectful treatment of them than they are about the killing that one of their men did. Why?
9. How are Grant and Bull equal? How are they not? Why?

Ideas for Writing

- Put yourself in the place of Antoine, a 12-14 year old boy. What would you be thinking, feeling, wanting to do?

Words for Thought

- "No one spoke harshly about Pock Face for causing the trouble." (77)

Chapter 10: (78-85)

Characters: The Boy (Sun Child), the tribal police chief; **Rafferty; Henry Jim; Iron Child**

Summary: While Grant and Rafferty argue behind closed doors, The Boy tries to settle the unrest of Indians waiting to find out what will happen to Bull. Rafferty has been trying to keep Grant at bay, and Rafferty hopes The Boy will help him discover the truth. Rafferty wants The Boy to explain to Bull how the "white man's law works," so the Indians won't get hurt. But a culture conflict surfaces between the two when Rafferty asks The Boy to tell Bull not to say anything that might incriminate him. The Boy simply states that Bull will tell him if he's done it. If he killed that man, he must have "had a reason." Henry Jim's men enter Rafferty's office. They put their hats on the floor, and each, beginning

with Iron Child, states why the medicine bundle should be returned to their people. Henry Jim will stay alive as long as the singing continues.

Recall-level Questions

1. What do the Indians believe might happen to Bull?
2. How did The Boy learn English?
3. What does Rafferty want The Boy to do?
4. Who is singing? Why?

Interpretative-level Questions

5. How is The Boy a man between two worlds?
6. How will Bull handle the investigation?
7. What is confusing to Rafferty about the situation with the killing and how Bull and his people are involved?
8. Why does he want the men to continue singing?

Evaluative-level Questions

9. The Boy says if Bull killed the man, he must have had a good reason. Was Pock Face justified in killing the man?
10. In the middle of an investigation, the Indian men are preoccupied with getting the medicine bundle back. What might motivate them?
11. "Something was happening, he could not tell what, like the first toll of a bell."

(This is an allusion. McNickle was influenced by the writing of Ernest Hemingway who wrote the novel *For Whom the Bell Tolls.* But the first literary source for this idea was 17th Century preacher and poet, John Donne, in his final sermon before he died: "Never ask for whom the bell tolls, it tolls for thee." What might it mean in this context?

Words for Thought

- "If they don't understand the language or our legal procedure, they might act foolishly or get hurt." (81)
- "We knew the white man was too strong for us, we couldn't fight him, so we began to fight among ourselves, and we blamed Henry Jim." (85)

Chapter 11: (86-94)

Characters: The Boy; Bull; Pock Face; Two Sleeps; Louis, Pock Face's father, **and others.**

Summary: Because of Rafferty's intervention, Bull and his men are kept in the basement of the schoolhouse, under Rafferty's watch, rather than jail. The Boy goes to Bull and his men to explain their situation, but Bull drills him about Rafferty and whether he's a man they can trust. The Indians also distrust The Boy because he's an Indian who's taken a job with the government. As they argue the differences between Indian and white man's justice and consider how all of their people will suffer, Pock Face stands and confesses. Louis denies his guilt or culpability, and so does Bull, even though Pock Face has told Bull he killed the man. Bull concludes that they will let the white man solve his own problem and find the killer himself. Then he instructs The Boy to tell Rafferty they want to let Henry Jim see that they are "one people."

Recall-level Questions

1. Where are Bull and his men kept, and why not the jail?
2. What is Bull's problem with the white man's law that keeps him at the agency?
3. What does Pock Face tell his people when he decides to speak?
4. How do his father, Louis, and his uncle, Bull, react?
5. What has The Boy really come to talk to Bull's people about?
6. List those in this chapter who trust Rafferty and those who don't.

Interpretative-level Questions

7. What does The Boy think working for the government does to an Indian man's relationship with his own people?
8. Why might The Boy continue in his job if he believes this?
9. What is Bull's impression of "the government man" (Rafferty)?
10. Why does Bull grieve for his brother Henry Jim when he isn't even dead?
11. What is the Indian justice after a killing?

12. What assumptions about the government men are the Indians making at the end of this chapter?

Evaluative-level Questions

13. Evaluate the decision Bull makes regarding how they will deal with the white men? Is it wise?

Ideas for Writing

- Choose either the "white man's law" or Indian justice for killing. Defend your choice as more reasonable or fair than the other.

Words for Thought

- "I want no such law if it tells you to hurt everybody because one person is at fault." (89)
- "But the white man means, 'You'll be a strong man when you become a white man.' It's his way of offering me friendship. He looks, but doesn't see me." (93)

Chapter 12: (95-100)

Characters: Veronica; Marie Louise; Antoine; Star Head; Lucille; and others; Sid Grant and Ambrose

Summary: This chapter provides some comic relief. The women are packing up to leave camp on horseback, and Antoine, "their man," will accompany them and their children. They discuss what they should take, primarily what their horses can carry. But Marie Louise, insisting on taking everything she owns, suffers natural consequences when the bundle, too great for the horse, is tossed into the brush, and the horse bounds off without his saddle and cinch. Sid Grant and Ambrose find the tracks they've been following completely obliterated with the women's horse's tracks. Without intention, the women have successfully foiled the government man.

Recall-level Questions

1. What are all the women in camp doing or getting ready for?
2. What is Marie Louise's predicament and how does it turn out?

Interpretative-level Questions

3. What do Catherine and Lucelle have in common?
4. What does the Marshal realize he has lost after the women leave?
5. Why are the women leaving?

Evaluative-level Questions

6. Why do human beings laugh in the middle of tragic situations? What does laughter do for us?

Ideas for Writing

- If you were a woman in camp, whose actions would most closely resemble your own? Why?

Chapter 13: (101-104)

Characters: Thomas and Mrs. Cooke, Jimmie Cooke's parents; **Bert Smiley**, station agent.

Summary: Mr. and Mrs. Cooke, in all their eastern finery, arrive by train to "take their boy home." The station agent fumbles over what to say and excuses himself after telling them that Mrs. Cooke's brother, Adam Pell, will arrive shortly in his private railroad car.

Recall-level Questions

1. Who arrives on the train?
2. Who is Adam Pell?

Interpretative-level Questions

3. What is Mrs. Cooke's opinion of her brother, Adam Pell?
4. Describe Bert Smiley.

Evaluative-level Questions

5. Is the behavior of Mrs. Cooke believable, considering her son is dead and she's come to the place where he died? Explain

Words for Thought

- "[Pell] has made a hobby of Indians. Ever since he dug up arrowheads." (104)

Chapter 14: (105-111)

Characters: Antoine; Veronica; Boarding school people; The Boy (Sun Child)

Summary: Having accompanied the women to Jerome's camp, Antoine will ride to the agency where Bull and his men are kept. Veronica warns Antoine to keep quiet to avoid anyone noticing him as he waits to hear some news about his grandfather. As he approaches the settlement, memories of boarding school return – rules, discipline, separation, and shaming. After four years, the superintendent told him he could go home because his mother had died, never having recovered from her loss when he was taken to boarding school. To her, her son had died.

At the agency, The Boy sees Antoine and tells him that Bull and his men have left to be with Henry Jim, and Antoine looks forward to being "with his own people again."

Recall-level Questions

1. Where does Antoine plan to go after leaving the women at his Uncle Jerome's camp?
2. What plan for the Indians does the Long Armed man explain to Antoine at the boarding school?
3. What brings Antoine back to the Little Elk Reservation?

Interpretative-level Questions

4. From his perspective, describe Antoine's experience at boarding school.
5. How did his leaving home affect his mother?

Evaluative-level Questions

6. Based on what you've learned in this chapter and from other resources, how as the boarding school situation hurt or helped the Indian people?
7. Why might Antoine be accepted and The Boy rejected by his people, even though they've both gone to boarding school?

Ideas for Writing

- Antoine knows who he belongs to and where he belongs. This awareness brings him peace and security, and it gives him power. Write about who you belong to and where. What does this belonging give to you?
- How would you feel if someone arbitrarily changed your name?

Words for Thought

- "Your name will be Antoine Brown."

Chapter 15: (112-118)

Characters: Antoine; Henry Jim; Bull, Iron Child, Louis, Basil, Pock Face, Theobold, and Two Sleeps.

Summary: Antoine rides into Henry Jim's camp, with wire fences, posts, harvested fields and machinery. Antoine recognizes this landscape; it resembles those near the boarding school. But the more familiar welcomes him—teepees and fires in the hay meadow. Henry Jim has moved out of his house to lie in a teepee with his relatives surrounding him, even Pock Face and Theobold. They welcome Antoine, and Henry Jim tells his relatives how hard it was to live in this place, separated from his relatives. The noise of a car disturbs the singing and talking, and the children fear the "government man is coming."

Recall-level Questions

1. What disturbs Antoine about Henry Jim's place, and what does he see once he gets there that makes him feel better?
2. What is strange about Henry Jim lying on the ground? Why has he moved out of his house?
3. What did the government man tell Henry Jim that didn't come true?

Interpretative-level Questions

4. How does Henry Jim feel now about the decisions he's made in his life?

Ideas for Writing

- At this point in the novel and the unit, think about Bull's questions for Antoine and apply them to yourself: *What did you see? What did you learn? What will you remember?*
- Write about an older person you respect who has influenced your life in a way similar to the influence of Bull and Henry Jim on Antoine.

Chapter 16: (119-128)

Characters: The Boy, Sun Child; **Rafferty; Doc Edwards; Henry Jim; Two Sleeps; Bull**

Summary: The Boy drives Rafferty and Doc Edwards to see Henry Jim because they hear he's dying. On the way, Rafferty wrestles with three issues: his uncertainty about his decision to allow Bull to leave so he can be with Henry Jim; his uncertainty about who killed Cooke and what The Boy might know. Doc Edwards talks about Henry Jim and Bull and the consequences of Bull staying behind. When Rafferty and Edwards arrive, they enter Henry Jim's teepee, despite the obvious disturbance it makes. Two Sleeps explains why they are all there, clarifies the difference between their "small world" and the white world, and he tells Rafferty and Edwards how the white world has impacted the Little Elk people.

Then Henry Jim tells the story of how he came to leave the Indian ways and why he is back again now. He now understands why his people didn't follow him: they would rather starve together than survive alone. Rafferty reflects on what distinguishes individuals from each other and what prevents understanding. He's satisfied that he let Bull go to Henry Jim who is now near death and is still asking about the medicine bundle. Bull appreciates Rafferty's softness and attempt at understanding.

Recall-Level Questions

1. What is Rafferty concerned about?
2. What is The Boy's advice to Rafferty when he questions him about how to proceed with the murder investigation?
3. What conclusion has Henry Jim come to about why his tribe didn't follow?
4. How does Rafferty decide to handle the situation with Bull and the accusations, and the situation of Henry Jim needing his family near him?

Interpretative-Level Questions

5. What does Doc Edwards mean when he sarcastically says about Henry Jim: "He has served us well. He's our masterpiece." (120)

Evaluative-Level Questions

6. Who do you think took the right path, Bull or Henry Jim? Explain.

Ideas for Writing

- If you wish and feel comfortable doing it, write about how your family deals with a dying loved one. Is it similar or different from what appears in this chapter?
- Write about what Disturbs, Interests, Confuses, or Enlightens you in this chapter.

Words for Thought

- "If it hadn't been for him, more of this Indian land would be in white ownership. . . If the others had followed [Henry Jim], if they had tried, that is, they would have been suckered out of everything." (121)
- "What a man learned, and it was all he learned in a lifetime, was a degree of fitness for the things he had to do." (125)

Chapter 17: (129-136)

Characters: Bull; Antoine

Summary: Bull and Antoine are riding toward the Little Elk Agency, and Bull is thinking to himself about his relationship with Henry Jim and about how all this conflict started. He regrets that he didn't approach Henry Jim first after the separation, even though Two Sleeps had kept after him about it. In this history chapter, Bull remembers his childhood, when two white people first came to his father and asked for a child to teach in their school. Bull was tricked, and they took him away. But he ran away when the woman tried to dress him for bed in a "woman's dress." It meant laughter for Bull's father at the time, but the white people still came and anger took over. Now Bull has to face those white people and he's concerned about the fear Antoine must feel as they approach the agency.

Recall-Level Questions

1. What happened many years ago that first caused Bull to become angry? What changed?
2. What did the white people do at first that just made the Indians laugh?
3. What did Indians think would eventually happen to the white men?

Interpretative-Level Questions

4. What happened to the Indians and their land when the white people came and stayed?

5. Why did Enemy Horse laugh?
6. How was the boy tricked in the teepee?

Evaluative-Level Questions

7. Bull believes he made a mistake in not shooting the white people when they came. Would that have solved the problem? What might Bull not understand?

Ideas for Writing

- McNickle writes Bull's thoughts as he considers the beginnings of his anger. Look at page 131. Consider the list of accusatory sentences that begin with "They." It is an indictment that reads much like Thomas Jefferson's *Declaration of Independence* where sentence after sentence begins with "He." Write about how this comparison might help you understand the perspective of the Indian people.

Words for Thought

- "We laughed when we should have been angry, right there at the start." (136)

Chapter 18: (137-151)

Characters: Adam Pell, the elder brother of Mrs. Cooke; **Geneva Cooke**, the mother of the man who was killed; **Thomas Cooke.**

Summary: Geneva Cooke and Adam Pell have been in conflict from the time they were children, with Geneva not appreciating Adam's interests in relics. Their disconnect may be compared to Bull and Henry Jim's, but the way they deal with it displays a marked difference to Bull and Henry Jim. Adam Pell tries to explain his interest in Indians to his sister and her husband by telling the story of his relationship with Carlos, a Mestizo Indian from Peru. The pillaging of Carlos' people's lands compares with that of the Little Elk, but Carlos wants to build a hydro-electric dam for his people. Divided forces in Peru reconcile to raise money for the dam, and Pell is called upon to design it. He views Indian people as "extraordinary" and admires their tradition as well as their foresight. His interest in Indians also applies to the Little Elk people. He feels a kind of "responsibility" for what happened at the dam on the Little Elk Reservation, and he wants to prevent the prejudice against Indians from taking over the investigation of the killing.

Recall-Level Questions

1. How are Adam Pell and Mrs. Cooke related?
2. Why have Mr. and Mrs. Cooke come to Elk City?
3. Why aren't they interested in finding the killer?
4. Who were the people and what was the country that Adam Pell talked about?
5. What did Adam's friend Carlos do with his family's land, and how did people react?
6. What was Adam Pell's promise to Carlos that caused him to miss his sister's Christmas gathering to go to Cuno, Peru? What did living in Cuno make Adam begin to think about?
7. What decision does Thomas Cooke make after listening to Adam Pell, and how does Gen react?

Interpretative-Level Questions

8. Describe the relationship between Adam Pell and his sister.
9. Why did Carlos want to build a dam?
10. How did the way the dam was built on their land differ from the one built in the Little Elk people's mountain?
11. What is Adam Pell's opinion of Indian people no matter where they live?

Evaluative-Level Questions

12. Does Adam Pell see Indian people as individuals (Essential Understanding #2) or as the stereotypical Noble Indian? What is his motivation for working with Indians? Explain
13. Compare/contrast Rafferty and Adam Pell. Which one better understands Indians?

Words for Thought

- "Murder is not an isolated occurrence. It has its roots, its certain logic. Justice has the task of discovering that logic." (151)

Chapter 19: (153-158)

Characters: Rafferty; Mrs. and Mrs. Cooke; Sid Grant; Adam Pell; the Boy; Bull and Antoine

Summary: Marshal Grant enters Rafferty's office where the Cookes and Pell are waiting for news about the killing. However, Rafferty ignores Grant and encourages Pell to talk about the dam, the "beautifully simple" system. The nonverbal between the marshal and Rafferty reveal their distrust of each other. Despite Rafferty's attempts at diverting the conversation, Grant gains control of the situation and tells them all how he found the gun--wrapped in a torn blanket in Bull's camp. Just as he finishes talking, Bull and Antoine walk through the door, and Rafferty is struck with guilt and fear because he made the deal with Bull to come to the agency.

Recall-Level Questions

1. What kind of dam has been built in the mountains? How does it work?
2. How did the US marshal find the gun?
3. What two questions are still left unanswered after the gun is discovered?

Interpretative-Level Questions

4. What disturbs you as you read this chapter?
5. What does Pell mean when he asks Grant, "Have you got a case—or don't you need to make a case when the defendant is an Indian?"
6. Who buried the gun and why?
7. Rafferty wonders why the Cookes and Pell have come to his office. What might motivate Pell?

Evaluative-Level Questions

8. In this and the next chapter, powerful personalities confront each other. Who is the strongest? Explain

Chapter 20: (159-173)

Characters: Rafferty; Mrs. and Mrs. Cooke; Sid Grant; Adam Pell; the Boy; Bull and Antoine; Pock Face

Summary: This chapter shows the exchange between Grant, Bull, Rafferty, and Pell. Each is most interested in what would benefit himself, but each also wants to appear understanding and sensitive to the others. Grant has concluded the gun is Bull's, but he doesn't wait for Bull to speak in response to his accusations. Bull feels trapped and distrusts all. Cooke, Pell, and Rafferty want the truth about who did the killing, but they don't want to see Indians prosecuted without strong evidence. Grant reveals his prejudice against Indians in his description of how he found the gun. Pock Face enters to tell Bull that Henry Jim has died, and he confesses to the killing. More than anything, Bull wants the Feather Bundle back. At the end of this exchange, Pell has become aware of his own culpability in the killing of the water, and in the death of his nephew. The chapter closes with his self-centered hope that the Indians might forgive him for killing the water if he returns the medicine bundle.

Recall-Level Questions

1. What is the first thing Bull says to the group when he arrives at the agency? How is this received?
2. What are the contents of the two packages from Bull's camp?
3. What are the two reasons the marshal provides for his belief that Bull is not the killer?
4. Who interrupts the meeting at the agency and what is his message?
5. After the discussion, what does he want to do and why?

Interpretative-Level Questions

6. How are the white laws and Indian ways of handling crimes different? What are the benefits and drawbacks of each system?
7. What stops Bull from rising to confront Adam Pell when he realizes he was the one responsible for the dam?
8. When he knows he himself is innocent, why is Bull afraid of Sid Grant?
9. How does Thomas Cooke react to Pock Face's declaration and what does he recommend? Where is the irony in this situation?
10. What realization has shocked Adam Pell? In what way, besides the trouble over the dam, is Adam Pell involved in the trouble on the Little Elk Reservation?

Evaluative-Level Questions

11. Who is the most honest in all of these interactions? Explain

Ideas for Writing

- Who has the most power in this chapter? Support your choice with three reasons that you can prove using the text.
- Write about one situation in this chapter where tension is the strongest. With whom do you side? How do you feel? Frustrated? How would you have handled the situation if you had been present?

Chapter 21: (174-180)

Characters: Rafferty; Doc Edwards; Henry Two-Bits;

Summary: After Welles officiates at Henry Jim's funeral according to his daughter-in-law's wishes, Henry Jim's people take his pine box into the mountains where he's buried on the rock slide next to his wife. They shoot his horse in the head, according to tradition. This chapter is about the changes that occur after Henry Jim's reconciliation with his people and his death. Rafferty has a "new consciousness," a "feel of their perceptive world." For the first time in three years, Indian men like Henry Two-Bits come to Rafferty, telling him they need his help to farm. And Bull trusts The Boy to talk to the government man on their behalf. Hope has returned to the Little Elk people and to Rafferty.

Recall-Level Questions

1. Describe Henry Jim's funeral and burial?
2. Why does Henry Two Bits come to Rafferty? What does he have that surprises Rafferty?

Interpretative-Level Questions

3. How do Doc Edwards and Rafferty explain the reasons for Henry Jim's burial ceremony to Welles?
4. What do Henry Jim's burial requests reveal about what was important to him?
5. Why didn't the Indians want to farm?
6. How has Rafferty changed? How have the Little Elk people changed? How has Bull changed?

Evaluative-Level Questions

7. What has Rafferty done to earn the respect of the Little Elk people?

Words for Thought

- "They had been falling apart, but Henry Jim, even as he was preparing himself to leave them, had pulled them back together."

Chapter 22: (181-187)

Characters: Marie Louise; Lucelle; Veronica; Bull; Catherine

Summary: The women and men return to Bull's camp to join Marie Louise who had stayed behind and was present when Marshall Grant found the gun. In background information about Bull, it is revealed that Bull became more violent after Henry Jim left to build his house and farm. Veronica managed to keep his lodge through those years, and she understood when he was troubled. She recalls the time when he took the girl Catherine as his second wife. It was Veronica's idea. She was older, and he wouldn't confide in her. And now, with his younger wife, he can say what troubles him about the change that's happening with his people and their relationship with the land and the government men. He even considers that Pell "may be a good man, "yet he will destroy us." Catherine recommends he consult with Two Sleeps, and that eases his worries.

Recall-Level Questions

1. What behavior of Bull's, in his younger days when he was still drinking, sometimes scared others?
2. What ended Bull's drinking days?

Interpretative-Level Questions

Evaluative-Level Questions

3. How does it seem things are going to turn out for Pock Face? What leads you to this conclusion?
4. Does Veronica's desire to see her husband take another wife make sense to you? Explain.

Ideas for Writing

- Write about an older person you know who is disturbed with changes in culture, family, the environment, the economy. What are his/her fears about the future?

Words for Thought

- "A woman could draw within, could find ways to limit her needs. But a man was not made to draw within himself. He had to push outwardly, to prod, to discover, to capture. That was the only way he stayed a man." Is this true of men and women today?

Chapter 23: (188-194)

Characters: Adam Pell; Judge Carruthers

Summary: In his New York office, Pell is so shocked by the "history events" that he finds in an accumulation of papers on his desk that he calls in Judge Carruthers for support or consultation. He finds federal policies impacting Indians and their lands from John Marshall (Chief Justice of Supreme Court 1801 – 1835; from a Swiss philosopher Emerich de Vattel (1714-1767) who wrote *The Law of Nations*; from the Dawes Act that gave the President the right to divide up Indian lands; to the realization that the arid western land would yield no crops for homesteaders or Indians; to the conclusion that dams should be built using the money that homesteaders paid the government for Indian lands; and to the Indian land taken as reservoir sites. Pell's shock and guilt at his own participation in these events drive him to carefully consider Rafferty's request about the medicine bundle. But the chapter closes with a foreshadowing of a "final disaster" for the Little Elk.

Recall-Level Questions

1. What was Chief Justice Marshall's policy that shocked Adam Pell?
2. What law is referred to as "thievery?"
3. How were the white men who came to the reservation also "extorted?"
4. What were things that "emerged" from the building of the dams?

Interpretative-Level Questions

5. How does the Judge react to Pell's concerns?

Evaluative-Level Questions

6. If Pell, the dam builder, wasn't aware of the impact on Indian people, what might have been the level of awareness of homesteaders? How would that affect their relationships with the Indians who were their "neighbors?"

Ideas for Writing

- Research Chief Justice John Marshall, Emerich de Vattel, or Dawes and write a page using information that gives insight into the information in this chapter.
- Using a current newspaper or newsmagazine, look for parallels in the world today where one people dominate another because it has more power.

Words for Thought

- "The nation with superior skill could appropriate to its own use the domain of a less accomplished people." (190)
- "But these people should also share in that progress which is not going to happen if they are robbed of their resources and chased off into the desert." (191)

Chapter 24: (195-198)

Characters: Two Sleeps

Summary: Two Sleeps has returned to camp after spending time in the mountains where he listened and learned and dreamed.

Recall-Level Questions

1. Describe Two Sleeps experience in this chapter.
2. Why does this old man go to the mountains in the winter?
3. Who does he talk to while he's there?

Words for Thought

- "A man learned to be strong in support of his kinsmen. A man by himself was nothing, a shout in the wind. But men together, each acting for each other and as one—even a strong wind from an enemy sky had to respect their power." (197)

Chapter 25: (199-208)

Characters: Bull; Veronica; Celeste; Antoine

Summary: It's winter and storytelling time. Two Sleeps has returned from the mountains, but he's ill and weak. Bull and his men wait patiently until Two Sleeps is ready to talk. Bull remembers when his oldest daughter, Celeste, loved a man who got her pregnant and then died in a wreck with a horse. When Celeste's son is about eight and Bull was gone from camp, "they" came and took the boy to boarding school where he stayed for four years. Celeste died of grief, and now Bull wants to pass the knowledge and wisdom of his people to her boy, Antoine. So Bull tells Antoine the story of Thunderbird who changes himself into a feather, comes down to earth, and leaves a bundle with the Little Elk people with "All the good things of life" inside, saying "My own body is in this forever."

Recall-Level Questions

1. The Little Elk people always get together for storytelling and remembering in the winter, but there are some things different than this winter than last. What are they?
2. How did Antoine end up at boarding school?
3. Who is Feather Boy and what does he bring the Little Elk people?

Interpretative-Level Questions

4. How are Celeste, Antoine, Veronica and Bull related and how have their relationships changed over the years?

Evaluative-Level Questions

5. Bull want to tell old stories—those his father knew—instead of telling stories from his own life? Why? Can you compare this to older people you know?
6. How is the Feather boy story similar to stories you might know from the Bible?

Ideas for Writing

- Describe an older person with whom you have a close relationship. How might that person be like Bull?
- Find out when and why the "reform" administration ended kidnapping children to take them to boarding school.

Words for Thought

- "A people needed young ones who would put the sun back in the sky." (204)

Chapter 26: (209-215)

Characters: Adam Pell; Miss Mason, Pell's secretary.

Summary: Pell discovered the medicine bundle in a lumber room where mice have eaten and destroyed the casings. His guilt over this loss, and his growing sensitivity to the Indians' experience, make him desperate for a way to repay the losses of the Little Elk people. His secretary recommends the priceless Peruvian "Virgin of the Andes" gold statue that had taken him fifteen years to locate and obtain. He doesn't know how the Little Elk might value it, if at all, but he doesn't believe he has another option. So he wraps it in velvet and puts it in a walnut case. This is what he must do.

Recall-Level Questions

1. What has happened to the medicine bundle in Pell's museum?
2. Why does he want to bring the Little Elk people a gift?
3. Describe how Pell acquired the little gold statue.

Interpretative-Level Questions

4. What does this gold statue represent to Pell and to other collectors? What does Pell understand about the Indians and the dam?
5. Why does he believe he must return to the Little Elk?

Evaluative-Level Questions

6. Is Pell's gift appropriate for the Little Elk people? Explain.
7. Might Pell have any other options?

8. How is the situation with the removal of the statue from Peru similar to the removal of the bundle from the Little Elk people?

Words for Thought

- "He had entered into partnership with the government in taking what was not his, without compensating its proper owners." (215)

Chapter 27: (216-221)

Characters: Bull; the Boy; Louis; Two Sleeps

Summary: The Boy comes to Bull's camp with two messages from Rafferty: the thin man, Pell, has returned and has a gift for them, and he has brought a lawyer who will talk to Pock Face. In the circle of men and women talking in Bull's camp, Louis defends his boy's action. He expresses his fears about what will happen if Pock Face goes to the lawyer and the government man. When The Boy gives his second part of the message, about the gift, Two Sleeps covers his eyes and weeps. He begins to sing—"My brother, the storm wind, stay with me!" And then he tells them his heart is already dead. Despite Bull's comment that Louis shouldn't run away with Pock Face, that they will decide together what is best for all, Louis speaks again of his fears and picks up his gun saying he will get meat for Pock Face.

Recall-Level Questions

1. What are the two messages The Boy brings to Bull and his people?
2. What does Two Sleeps do when he hears the message about the gift?

Interpretative-Level Questions

3. How does Louis react to the messages?
4. What does he want to do?
5. What does Bull want to do?
6. Why does Two Sleeps sing and cry?

Evaluative-Level Questions

7. Based on Louis' personality, what might you expect will happen next?

Chapter 28: (222-226)

Characters: Bull; Louis; Iron Child; Pock Face; Antoine and others

Summary: Bull and Louis and others ride to where the men are finding the horses. Bull tells them what they are up against--powers greater than they--and what the government wants them to do. Pock Face agrees to go to the agency, and Louis reminds them of the white man who stole his daughter and killed her. He believes that every time they agree to speak to a white man, they lose something: land, water, children. But Bull must abide by his promise to Henry Jim to complete the task he started—to get the medicine bundle back. Their hopes are raised again as they plan to go to the agency together and sing the song "Feather Boy sang for the people before he left them."

Recall-Level Questions

1. What has changed in the Little Elk Valley since the times when the people were free?
2. How have the fences affected the animals as well as the Indians?

Interpretative-Level Questions

3. What changes in the Valley are positive? Which are negative?
4. How has Henry Jim's reconciliation with Bull affected the men who are hunting for horses?

Evaluative-Level Questions

5. Is their hope that things might go better this time with the government man than it has gone in the past reasonable?
6. Whose is the most reasonable voice amongst the Little Elk people? Explain
7. Despite the possible disaster ahead, what is happening to the Little Elk people that is positive?

Chapter 29: (227-237)

Characters: Adam Pell; Rafferty; the Boy; Doc Edwards and **his wife; John Davis,** an attorney Pell has brought to defend Pock Face.

Summary: Pell has brought the walnut box with the statue in it and an attorney who will defend Pock Face. While the men wait for the Indians to arrive, The Boy takes Rafferty, Edwards, Pell and the attorney for a drive around the reservation where Pell sees for himself how the land has changed. Even more convinced that he must do something to make up for his wrongs, he shows his "gift" to Edwards and Rafferty, and he tells them the story of how it was made, how he obtained it, and how valuable it is to him. Both Edwards and Rafferty are appalled because they have finally come to understand what the medicine bundle means to these people. They both fear the consequences when Bull and his people find out the medicine bundle is gone. They warn Pell not to give Bull the statue and not to tell him what happened to the bundle. But he insists that he "must be honest," and ignores their warnings. His focus on himself is most powerful and his misunderstanding of these people beyond measure.

Recall-Level Questions

1. Why isn't Pell anxious about having to wait for the Indians to arrive?
2. Why did the homesteaders' leave many of their sites?
3. What is a "grid survey?"
4. What problem does Adam Rafferty see if all 2,000 Indians actually decided they wanted to farm, as the government wants them to?

Interpretative-Level Questions

5. How does Pell react when he sees the squares of fences?
6. How does Adam Pell feel about the government's Indian policy now he is aware of it?
7. Why has Pell brought the attorney at his own expense?
8. Why does Adam think his object is a good substitute for the bundle?
9. What do Doc Edwards and Rafferty want Pell to do instead of telling Bull what actually happened to the bundle?
10. Where is the irony in this chapter, particularly with respect to Pell?

Evaluative-Level Questions

11. Guilt plays a powerful role in Pell's decisions regarding the statue and the medicine bundle. Based on how you see him in this chapter, which is strong, his guilt over what he's done or compassion for the Indians? What does he really want to achieve?

Ideas for Writing

- Read Essential Understandings #1 and #2 from the OPI Website. Write about how Pell might have benefited from knowing and accepting these two Understandings of Montana Indians.

Words for Thought

- "Then these people have come to the end of the road. After what you tell us, it would be better if you told them nothing. That's what I mean when I say it is nonsense. This gift will not give back what they lost. It will only expose them to a terrible truth, destroy hope. Whatever nasty things we did to them in the past, this will be the most devastating. I'm sorry." (235)

Chapter 30: (328-241)

Characters: Bull; Antoine; Louis; Basil; Pock Face; Iron Child; Frank Charley; Jerome; Theobold

Summary: With a very high sense of peace and hope, nine Little Elk ride toward the agency, believing this is the good that is coming from Henry Jim's reconciliation. They imagine how the story of this day will be told for years to come. In sight of the agency, they stop and pull their horses into a circle for a moment of thanks to Henry Jim. Louis breaks the happiness with his fears that something bad might happen, but the others begin to sing the Feather Boy song until they reach the agency.

Recall-Level Questions

1. How long has it been since the day Antoine and Bull walked up the mountain to see the dam?
2. What are Bull and his men thinking and talking about as they ride to the agency?
3. Who do they talk about leading their people some day?
4. What does Iron Child tease Antoine about?
5. What are Louis' fears?

Interpretative-Level Questions

6. Where is the irony in this chapter that follows the last one at Rafferty's office?

Chapter 31: (242-246)

Characters: Two Sleeps; Veronica

Summary: After the men have gone to the agency, Two Sleeps wakes, knowing what he has to do and starts to walk into the woods. Veronica sees the tracks of a man and a dog and follows on horseback. After a few miles, she catches up with him and tries to take him back. But he insists on walking until he grows so weak that she picks him up and puts him on the horse. This is his purpose—to warn Bull and the men about the dream he had, the dream he couldn't tell them—the Feather Boy medicine bundle is dead. But as he and Veronica come in sight of the agency, they see three puffs of smoke and hear three gunshots. He feels responsible because he didn't warn them.

Recall-Level Questions

1. Why does Two Sleeps want to get to Bull and his men before they talk to the government man?
2. What do Veronica and Two Sleeps end up doing?
3. What does Veronica see that Two Sleeps seems to miss?

Interpretative-Level Questions

4. What do the three puffs of smoke mean to Two Sleep?
5. Why did he wait so long to tell about his dream?

Evaluative-Level Questions

6. Is Two Sleeps responsible for the danger with the government man?

Chapter 32: (247-256)

Characters: Bull; Louis; the Boy; Pell; Rafferty; Edwards; Antoine

Summary: Rafferty warns Adam Pell to not tell them what happened to the Feather Boy medicine bundle. When they come out to talk with Bull and his men, The Boy is translating, and Pell only wants to talk the trial and the lawyer for Pock Face. The Indians grow more agitated because they've only come for the gift – the medicine bundle. The Boy persists in questioning Pell about it until Pell tells the whole story about the "accident" and that the bundle is gone. He also tells how responsible he feels for the killing of the water. They see through his arrogance and self-centeredness, through is talk about the "great Indian race." He doesn't understand the impact of his words. Louis is ready to shoot, but instead Bull raises his gun, shouts his pride in conquering this man to Antoine, and shoots Pell in the chest. As Rafferty tries to intervene, Bull sees him move and shoots him in the head. The Boy then tells Bull "I have to do this," and shoots bull. Two Sleeps and Veronica see it all.

Recall-Level Questions

1. What does Rafferty confront and warn Adam Pell about?
2. Why has Adam Pell brought Mr. Davis?
3. What is Pell's response?
4. What do the Indians expect?
5. What does Louis do that ends the meeting?

Interpretative-Level Questions

6. What does Rafferty think of The Boy? What does Rafferty think of Bull?
7. What compels Adam Pell to tell the whole story?
8. Why does Bull shoot Pell? Anger? Revenge? Power?
9. How does The Boy change in this last chapter?
10. Why does he shoot Bull after calling him "Brother"?

Evaluative-Level Questions

11. Who is most responsible for the disaster at the end? Bull? Louis? Pell? Rafferty?
12. Whose acts would you say are noble in the end? How do you decide?
13. What does the last line mean? Whose world is it?
14. What will Antoine carry with him as he grows up having seen what he has seen and having known his grandfather so intimately this year?

15. Regardless of whether you like or dislike it, is the ending appropriate or inevitable? Why or why not?

Ideas for Writing

- In the beginning of the novel, Bull tells his grandson *What did you see? What did you learn?* Write the answers to these questions for yourself, now that you have finished the novel. Imagine you are writing to either Rafferty or Bull. Tell them how their story has impacted you.
- Write about the character you admire most in this novel and explain why.
- Write about the ending and how it Disturbed, Interested, Confused or Enlightened you.
- Go back to the first sentence of the novel: "The Indian named Bull and his grandson took a walk into the mountains to look at a dam built in a cleft of rock, and what began as a walk became a journey into the world." Now that you've finished the novel, what do you think this means?

Words for Thought

- "No meadowlarks sang, and the world fell apart."

Appendix B

Final Review Questions

1. How does the relationship between Bull and Antoine change after Antoine returns from the boarding school?

2. What is the relationship between the Little Elk people and the local tribal law enforcement? Give an example from the novel to support your opinion.

3. How does Adam Pell's opinion of the dam change throughout the course of the story?

4. Bull explains: "When a man goes anyplace, whether to hunt or to visit relatives, he should think about the things he sees, maybe the words somebody speaks to him. He asks himself, what did I learn from this? What should I remember?" Who in the novel best listens, learns from, and remembers the things he sees and hears? Or, who is the worst at following this advice? Give an example from the novel to support your opinion.

5. Henry Jim explains: "When we were boys...this was our country...we traveled in any direction without a hindrance. . . . If we traveled out today as we did in those times, we'd be stopped by a fence or a railroad or a highway, all fenced...that's how it is now." Identify one possible benefit and drawback of this settlement of the land.

6. Explain how the federal government feels about the Indians dancing and how Toby Rafferty (who works for the government) feels about and acts on the government ideas.

7. Explain how Bull and Henry Jim's relationship changes throughout the story.

8. At one point Henry Jim commented, "so much depended on a good understanding." Explain one problem in the story that arises from a lack of understanding.

9. The federal government wants the Indians to become farmers. Considering this possibility from both the government and Indian positions; what are both the benefits and drawbacks of this?

10. What government actions does Adam Pell find out about that he believes were "well and ingeniously considered as devices to exploit the Indians?"

11. Doc Edwards tells Rafferty that Bull is the one person the government would like to put behind bars regardless of his guilt or innocence. Why does he think the government dislikes Bull?

12. Why does Adam Pell think his Virgin of the Andes statue can replace the Feather Boy Bundle?

13. When the Little Elk men come to speak with Adam Pell, Louis is wearing a blanket. Rafferty thinks he may have seen a glimpse of metal under the blanket but he chooses not to look closer. Why doesn't he?

14. Is Toby Rafferty more friend or enemy to the Indians? Use examples from the novel to explain.

15. Describe the story's ending. Do you think it is realistic? Why or why not?

16. Do you admire Bull's actions or believe he was very wrong? Explain.

17. The ending is of *Wind from an Enemy Sky* is tragic. If you were the author, would you leave it the way it is or would you change it? How?

18. In what ways does this story reflect the history of Flathead Reservation?

19. What was the Dawes Act? What was allotment? What was The Treaty of Hellgate 1855?
20. What were the boarding school policies that impacted Indian people on the Flathead and across Montana?

Appendix C

Final Test

Answer each of the following questions with a minimum of five sentences. Your answer should clearly state your position and then support it with specific examples from the text.

1. Describe the relationship between Henry Jim and Bull. Explain how they are connected, how they get along, and the events that have shaped their relationship.
2. Explain which character is, in your opinion, the most interesting in the novel. Give examples from the novel to support your reasons.
3. Explain how Adam Pell is connected to the Little Elk people. What things does he do that affect their lives?
4. Describe Toby Rafferty. What does he do? What kind of person is he?
5. Compare Henry Jim's lifestyle with Bull's. (possibilities: their homes, activities, beliefs, important life decisions, social circles, work...)
6. What role does the dam play in this novel? Why is it important and how does it fit into the story?
7. In the novel, what do the white government officials want from the Little Elk people? What do the Little Elk people want from the white officials? Use examples from the text to support your ideas.
8. In your opinion, what is the most important event in the novel? Explain what happens and why it is so important to the story.
9. Using examples from the text, explain why the two cultural groups in the novel (the whites and Native Americans) have so many misunderstandings and cannot seem to get along.
10. Explain and evaluate the ending of the novel. Tell what happens and explain why it is or is not a good ending for this story.
    Provide three characteristics for each of the following "civilizing influences" and the most significant impact on Indian people:
11. the Dawes Act, homesteading,
12. Treaty of Hellgate of 1855,
13. Boarding Schools,
14. The missionaries
15. Describe one situation either between individuals, or within an individual, or between groups where miscommunication and misunderstanding were resolved with reconciliation and change.

Personal Evaluation:
What did you learn about yourself from reading this novel and participating in activities? How has this novel contributed to your understanding of Montana Indians?

Extra Credit Option: Explain what details from *Wind from an Enemy Sky* are based on real places, people, or historical events.

Higher level option: Have students choose only 2 of 3 to answer but have them develop responses into full essays.

Appendix D

About the Flathead Reservation

See the Confederated Salish & Kootenai Tribes website http://www.cskt.org/hc/index.htm and *Montana Indians: Their History and Location* at http://www.opi.mt.gov

Appendix E

"A Brief History of Kerr Dam and the Reservation"

Smith, Thompson. "A Brief History of Kerr Dam and the Reservation." *The Lower Flathead River Flathead Indian Reservation, Montana: A Cultural, Historical, and Scientific Resource.* David Rockwell, Compiler with Revisions by Bill Swaney. Pablo, MT: Salish Kootenai College Tribal History Project, 2008. (18-38)

Part I: The Road to the Dam

A. Story of dam is a story of conflict and exchange between opposing ways of life.
    1. Pend'Oreille, Salish, Kootenai Traditional Tribal Worldview
    2. Belief that all creation is alive.
    3. People living within the limits of environment, sharing much and owning little
    4. Respect for plants and animals, taboos against waste
    5. Spiritual connection to land
    6. Connection to each other
    7. Industrial Market economy
B. Treaty of Hellgate 1855:
    1. Aspects of Treaty: Isaac Stevens, Governor of Washington Territory; ceded 22 million acres; promised peace, sovereignty, perpetual right to live by traditional ways
    2. Tribal Losses
        a. Smallpox and other non-native diseases
        b. Firearms
        c. Fur Trade
        d. Harassment and death for hunting off reservation
        e. Outlawing of cultural activities: dances, feasts, healing and medicine, gambling,
        f. Forced removal of Salish from the Bitterroot to Flathead Reservation, "Montana's Trail of Tears."
C. Jesuit missionaries – Rev. Ignatius Dumbeck
    1. Tribal Loss -- "Cultural Invasion:"
        a. Missionaries intended to eradicate native spirituality.
        b. Missionaries intended to convert beliefs and to change mode of subsistence, from hunting and gathering to farming.
D. Northern Pacific Railroad in 1883
    1. Brought Industrial Development
    2. Resulted in exploitation of resources: lands and forests; waters by farmers, ranchers, and miners
E. Boarding Schools
    1. Resulted in Loss of language, culture, life, family
F. General Allotment Act of 1887 for tribal people
    1. In 1904, Representative Joseph Dixon found a Loophole in the 1855 Treaty and Theodore Roosevelt signed it; Flathead Land and Information Agency in Missoula helped settlers get prime land.

2. What it meant to tribal people
    a. End of communal ownership of land – square-mile sections, checkers with 40-80 acres per person.
    b. Surplus (best lands) going to homesteaders
    c. Many Indian allotments allocated to useless land – rocks
    d. Prevention of Indians from hunting and gathering on non-Indian private property.
    e. Marginalization of Indians on their own reservation
    f. Subversion of the promise of cultural coexistence
3. Tribal Resistance
    a. Indians blended subsistence agriculture with hunting, fishing, and agriculture.
    b. Indians developed invigorated community support systems.
    c. They learned how to adapt to the change.
    d. Tribal Members protested in Washington to no avail.
    e. People still maintained their ancient cultures, still survived.

Part II: The Road to the Dam

Story of dam is a story of conflict and exchange between deeply opposing cultures.

A. Railroads – 1880s
    1. Tribes found it difficult to oppose the taking of natural resources from the reservation.
    2. The Salish's forced removal from Bitterroot Valley to the Reservation happened right after the Missoula and Bitterroot Valley Railroad spur (going through tribal lands) was completed.
B. General Allotment Act of 1887 for tribal people – 1904 on Flathead
    1. It meant the end of independent tribal economy.
    2. In 1910, the reservation was opened to homesteading.
    3. Almost immediately non-Indians outnumbered Indians on the reservation lands.
C. 1908: Flathead Indian Irrigation Project – watered 150,000 acres of dry land.
    1. Hopes
        a. The stated purpose was to help Indians become farmers.
        b. Many Indians thought it would be good.
    2. Reality
        a. By 1910, non-Indians were acquiring allotments.
        b. The Irrigation project accelerated the Allotment Act's transfer of Indian lands into non-Indian hands.
        c. Indians didn't understand that they would be charged for building ditches on their land.
        d. Since they had land and no money, Indians were forced into foreclosure to pay the cost of ditches.
D. Losses due to the Irrigation project:
    1. Between 1910 and 1929, 409,000 acres of Flathead Reservation lands transferred to white ownership.
    2. 131,000 more Indian allotments were lost to non-Indian ownership.
    3. There was a conflict of interest with Joe Dixon: He had a financial interest in the Missoula Mercantile that provided materials for the ditches, and he owned property on the reservation.
    4. The Irrigation project took water from the Mission Mountains, and natural water tables were lowered, drying up water to Indian gardens.
    5. Tribal people experienced significant poverty.
    6. Hunger led to dependency on the "government dole." Indians found that much of the food they received was inedible.
E. Tribal Resistance
    1. Gift-giving, communal hunting and gathering, spiritual practices continued.
    2. Members began working at wage-earning jobs, but because of racism and cultural barriers, it was difficult.

3. Members worked at picking berries in seasonal jobs.

F. 1920's – beginning of the Depression,
   1. White farmers on the reservation faced economic ruin.
   2. Charges to farmers and Indians for Irrigation caused them to go broke.
   3. 1926 – 1928 the Irrigation Project had a $5 million debt.

G. Montana Power Co. looked at Flathead River Falls for hydroelectric power as a solution.
   1. Anaconda's mining and smelting needed electric power.
   2. It was the site most valuable in the state.
   3. Tribes experienced conflicts: Falling Waters was a sacred place; Indians needed to keep spiritual matters private, but they needed to tell the government and the power company why this place was so important to them.
   4. In the 1920s, BIA authorities had no plans for the money from the dam to go to tribes.

H. Tribal Resistance
   1. They tried to hire an attorney to fight the dam and to fight for payment to the tribe at some time. But the Tribe had no money for an attorney, and the Secretary of the Interior blocked any such appropriation.
   2. Members on horseback with rifles chased off officials.
   3. Reformer John Collier, American Indian Defense Association, forced BIA to change terms:
      a. $140,000 yearly rental fee to tribes for use of dam site,
      b. and job preference to tribal people.
   4. Chief Koostahtah - statement about Kerr, "we are enriching the rich – you owe us."

I. Kerr's campaign to get tribal support
   1. Frank Kerr, President of Montana Power Co., fed the Indians.
   2. He stressed that the Falls were a gift from Creator.
   3. "Water is idle," and dam can put it to good use.
   4. He promised Indians free electricity.
   5. He said it would bring the "people much comfort."

J. 1936 – Construction of Dam begins
   1. Unions were prevented from organizing.
   2. Few safety precautions existed, resulting in deaths of tribal members.
   3. After 9 died, the company provided hard hats because they didn't want to get to 10.
   4. Indians didn't give up in trying to fight for their rights despite the fact that their culture and tradition were changing very fast.

Part III: Road to the Dam

1. 1938 Kerr Dam was completed, at the center of the Flathead.
2. Nine more major dams were built in the Flathead-Pend Oreille River system.
3. Nine dams were built in the Columbia River downstream from Flathead.
4. Sixteen more dams were built in the Snake River drainage system after 1938.

A. Effect of Dams on Indian people
   1. "The dam was a symbol... of the domination of tribal sovereignty." Ron Terriault
   2. It was the culmination of 80-year assault on traditional cultures and political sovereignty.
   3. It had devastating effects on northwest tribes as salmon runs, sacred places, village sites, and crucial habitat for plants and animals were obliterated.
   4. Dalles Dam at Celio Falls (1957) drowned one of the most important tribal fishing sites in the Northwest.

B. Response of Indian People
   1. There was a push for sovereignty during the 1970's, exercising powers in Indian Reorganization Act of 1934 and forcing new laws.

2. As the time of license renewal approached in 1980, the tribal council prepared to challenge Montana Power Company for control of the dam site. 1984
    a. Teresa Wall –MacDonald (tribal expert on Kerr Dam issue) and Ron Therriault were both elected to the tribal council.
    b. A large multi-day encampment was held at the dam site, indicating tribal unity.
3. Tribal people did appreciate the opportunity for good-paying jobs.
4. They expected free electricity. However, because the electricity to the Flathead came from somewhere else and Kerr Dam's electricity went elsewhere, tribal members had to pay.
5. BIA didn't help them obtain the license.
6. Ron Terriault emphasized the importance of considering their decisions and the impact on generations to come.

C. The position of government, settlers, industrialists:
1. Bronze plaques proclaimed the dam as a monument to "friendly cooperation" between Indians and whites.
2. Government, settlers, and industrialists opposed the tribal license because it would mean money and power for Indian people.

D. Subsequent results and events
1. A rental fee of $9 million per year for thirty years was established.
2. In 2015, the tribes could take direct control of the dam itself.
3. 10 years later, Montana legislature deregulated the energy industry.
    a. Electricity rates rose.
    b. Pennsylvania Power and Light owned Kerr Dam.
4. In 1990 economists said Kerr Dam produced electricity yielding $50 million dollars a year.

E. What would the Indians do with the money?
1. Some said they should use the money to keep Indian ways (socialistic society).
2. Others said most people were too capitalistic for that today.
3. Tony Incashola said "If we ignore our culture, if we let other cultures dominate, then our culture will die."(36)
4. Others said tribal control may be a power and a burden, resulting in significant changes for reservation people.
5. Ron Terriault said money should be used for education.
6. "Until now, the dam has been a part of the loss of tribal sovereignty and culture. But depending on how it is used, it may now become a tool of regeneration of hope." (37)

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

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